

Post-High School Choices:

Understanding the Differences Between

Military Service and Other Options



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Post-High School Choices: Understanding the Differences Between Military Service and Other Options

**James A. Hoskins
Wirthlin Worldwide**

**Mary E. Strackbein
Wirthlin Worldwide**

**James A. Multari
Wirthlin Worldwide**

**Anita R. Lancaster
Defense Manpower Data Center**

**Paul Egli
Wirthlin Worldwide**

**Defense Manpower Data Center
1600 Wilson Boulevard, Suite 400, Arlington, VA 22209-2593**

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1. INTRODUCTION AND REPORT ORGANIZATION

Introduction

At the request of the Deputy Assistant Secretary of Defense for Military Personnel Policy, Vice Admiral P. A. Tracey, and the Director for Accession Policy, Dr. W. S. Sellman, the Defense Manpower Data Center conducted research to support the development of effective communication strategies for the youth market. Wirthlin Worldwide was contracted to perform the research using its proprietary advertising assessment, Brand Architecture™.

Report Organization

The report is organized into the following main sections:

- The **Executive Summary** section of the report provides a summary of the Brand Architecture™ research.
- The **Background Information** section includes a description of the project's history and why the research was undertaken.
- Project research goals are summarized in the **Research Objectives** section.
- The **VISTA™ Review and Youth VISTA™ Findings** section briefly reviews the positioning strategy developed in the Youth VISTA™ Research and lays the foundation for evaluating the Brand Architecture™ research.
- The **Brand Architecture™ Methodology** section provides details about the research conducted. It includes specifics on screening, sampling, the interview questionnaire, data collection and analysis.
- The **Detailed Findings** section highlights seven orientations which act as perceptual linkages of rational components of a decision to the emotional gains of the decision-maker.
- **Appendix A** includes Propensity to Join Military Models.
- **Appendix B** presents Military Service Preference Models.
- **Appendix C** discusses the Factor Analysis.
- **Appendix D** includes the Service Branding Models Questionnaire.

2. EXECUTIVE SUMMARY

Background

The Joint Recruiting Advertising Program (JRAP) and Joint Market Research Program (JMRP) were created in the 1970s to support the Department of Defense's (DoD) military recruiting requirements for the All-Volunteer Force. JRAP is DoD's "corporate" advertising program. Its mission is to complement Service-specific "brand" advertising by raising and sustaining awareness of military opportunities for prospective enlistees, people who influence youth decisions to enlist (including educators), and 10-14 year olds (pre-prospects). JMRP's mission is to acquire, analyze and disseminate information on recruiting markets to the Office of the Secretary of Defense (OSD) and the Military Services for use in their military recruiting and advertising programs. The focus of this Brand Architecture™ research was to more fully understand effective communication strategies for youth prospects.

Objectives

In the marketing literature, brand architecture refers to the relationship of brands to one another, especially the relationship of a parent or corporate brand to product or sub-brands. Wirthlin Worldwide uses a proprietary segmentation approach, called Brand Architecture™, as a framework to explore various brand problems.

The application of Brand Architecture™ for DoD focused primarily on learning how perceptions of military service among youth can provide a basis for brand equity that can differentiate military service from other primary options after high school. A secondary objective was to examine the more traditional brand architecture problem of how within the context of a parent brand (military service), individual Services (Army, Navy, Marines Corps, Air Force, and Coast Guard) can differentiate themselves from each other. The Brand Architecture™ study built on the findings of the Youth VISTA™¹ study that identified a strategic communication framework for youth.

Brand Architecture™ Methodology

Brand Architecture™ is an approach used to understand how to link brands more effectively to the emotional benefits people seek. Brand Architecture™ is grounded on the central principles of the "means-end" communication theory.²

¹ This qualitative research study identified communication opportunities to enhance the likelihood of joining the military. Key benefits of military service were seen as providing opportunities, furthering education, assisting in personal growth, and enabling contribution to country. This study also suggested the need to learn more about the rational arguments for service and personal values that motivate the decision to join.

² Reynolds, T. J. & Gutman, J. (1988). Laddering theory, method, analysis and interpretation. *Journal of Advertising Research*, 28(1), 11-33.

Reynolds, T. J. & Whitlark, D. (1995). Applying laddering data to communications strategy and advertising practice. *Journal of Advertising Research*, 35(4), 9-20.

Reynolds, T. J. & Craddock, A. B. (1988). The application of the Meccas Model to the development and assessment of advertising strategy. *Journal of Advertising Research*, 28(2), 43-54.

The five components of Brand Architecture™ are discussed below.

Selecting the Relevant Brand Context

All brands are selected within a specific context. At the simplest level, brands are selected to fulfill a need. On the other end of the spectrum, certain brands are selected because they promise an emotional transformation. The first step in developing a Brand Architecture™ is to choose the relevant context of the brand selection. The brand selected for this research was military service and the relevant context was becoming the adult the youth aspired to be.

Identifying the Dimensions of Personal Identification With the Context

Once the context is chosen, the next step is to thoroughly understand that context and how the brand fits with that context. The object is to make DoD's brand (military service) the one youth think of when they are considering the adult they aspire to be. The framework for understanding what goes on in a given context is composed of four hierarchical levels, each higher than the next—attributes, functional benefits, emotional benefits and personal values.

Constructing the Architecture

The next step is to “attach” the brand to the contextual framework by linking it with a pathway of benefits and emotions. Attaching the brand to the contextual framework is done by identifying the strongest connections between attributes, functional benefits, emotional benefits, and values for the context being studied. Finally, an overall “architecture” is constructed using the strongest connections identified by the respondent's definition of what is important to them. At this point, competitive brands are also assessed to ensure the positioning is unique and ownable.

Determining Associated Personality and Leadership Traits

The art of effective advertising is determining how to communicate the brand positioning in a compelling, memorable, and relevant way. Brand Architecture™ helps suggest personality and leadership traits that can bring the brand to life.

Specifications

This Brand Architecture™ research was based on 600 one-on-one interviews with recruit-age youth conducted in 25 cities in June 2001. Respondents were:

- between the ages of 15 and 21;
- United States citizens;
- not currently or previously in the military or one of the military service academies;
- not in the Delayed Entry Program (DEP);
- C average students and above; and

Reynolds, T. J. & Rochon, J. P. (1991). Means-end based advertising research. *Journal of Business Research*, 22(2), 131-142.

- not from households where the mother or father was currently in the military or retired from the military.

School Enrollment: Forty percent of respondents were in 10th or 11th grade, 28 percent of respondents were in 12th grade and 32 percent of respondents were recent graduates.

Propensity: Among 15 to 18 year olds, 24 percent were propensity and 76 percent were not propensity for military service. Among 19 to 21 year olds, 22 percent were propensity and 78 percent were not propensity for military service.

Race/ethnicity: Approximately 10 percent of the respondents were Hispanic and 10 percent were African American.

Grades: Of all respondents, 15 percent were mostly As (90-100 average), 31 percent were mostly As and Bs (85-89 average), 18 percent mostly Bs (80-84 average), 24 percent mostly Bs and Cs (75-79 average), and 12 percent were mostly Cs (70-74). No respondent reported making less than Cs in school.

Gender: One-third of the respondents were women and two-thirds were men.

Service: 117 of recruited respondents were propensity toward the Army, 114 were propensity toward the Navy, 131 were propensity toward the Marine Corps, 129 were propensity toward the Air Force and 109 were propensity toward the Coast Guard.

Geographic diversity: Interviews were conducted in 25 cities, with consideration given to urban, suburban or rural.

Brand Architecture™ Questionnaire

The interview was 75 minutes in length and was a combination of self-administered questions and interviewer-administered questions. The context of the interview was based on the kind of adult the respondent aspired to be. The Brand Architecture™ Guide included questions that covered the following areas:

- Activities and Interest Batteries
- Importance of Strategic Attributes, Benefits, Values and Leadership Traits to Becoming the Adult They Aspire To Be
- The Ideal Organization-Brand Personality Exercise
- Association of Strategic Attributes, Benefits and Leadership Traits with Post-High School Options
- Selected Military Service Brand Personality Exercise
- Selected Military Service Emotions Battery
- Lifestyle Batteries

Key Findings

Importance of Strategic Attributes, Benefits, Values and Leadership Traits to Becoming the Adult They Aspire to Be

Strategic Attributes

- “being able to make my own choices” (mean score of 9.2 on a 10-point scale);
- “having a full-time job with a future” (9.2);
- “having a good education” (9.0);
- “being able to balance the demands of family, friends, and full-time job” (8.8); and
- “receiving good pay and benefits” (8.8).

Strategic Functional Benefits

- “having good relationships with family and friends” (mean score of 9.1 on a 10-point scale),
- “being able to build a successful career” (9.0);
- “doing the things that I enjoy most” (8.8);
- “being able to grow up and mature” (8.6); and
- “having opportunities for continuing my education” (8.5).

Strategic Emotional Benefits

- “being in control of your life” (mean score of 9.2 on a 10-point scale);
- “having a good quality of life” (9.0);
- “feeling confident” (9.0);
- “feeling respected for who you are and what you do” (8.9); and
- “feeling good about your decisions” (8.9).

Strategic Values

- “enjoying life to the fullest” (mean score of 9.3 on a 10-point scale);
- “personal happiness” (9.0);
- “being content with your life” (8.9);
- “feeling good about yourself and your abilities” (8.9); and
- “being a caring and loving person” (8.8).

Leadership Traits

- “trustworthy-honest in dealings, can rely on them” (mean score of 9.2 on a 10-point scale);
- “effective-able to get things done, can deliver on promises” (9.0);
- “self-reliant-independent, determined, able, confident” (9.0);
- “caring-demonstrates care and concern about people” (8.7); and
- “disciplined-having self-discipline” (8.6).

Orientations

Based on the importance ratings, Brand Architecture™ identified seven separate orientations, driven by the overall strength of association between functional benefits and emotional benefits. These are called “personal relevance” bridges. These bridges are important to the perceptual

linkage of rational components of a decision to the emotional gains of the decision-maker. Each orientation was built around a unique personal relevance bridge.

To assign an individual to an orientation, the personal relevance linkage that was most important to the individual was determined. These segments or groupings of individuals were then profiled using other data collected from respondents during the interview, including activities, interests, lifestyle, and attitudinal measures. Typically, a small percentage of respondents (between 4 to 10 percent) cannot be classified and are not assigned a primary orientation. The seven orientations that emerged were: 1) “Protection of Freedom,” 2) “In Control,” 3) “Educational Opportunities,” 4) “Better Standard of Living,” 5) “Family,” 6) “Own Choices,” and 7) “Career Building.”

1. “Protection of Freedom” Orientation: Youth classified into this orientation were the most propensed of the seven orientations: 36 percent said they definitely or probably would serve in the military. The Service of choice for this orientation was the Air Force. The second highest rated Services were the Navy, Army, and Marine Corps.

From the battery of measures, those in this orientation indicated they enjoyed reading for pleasure and doing volunteer work. They would like to learn scientific ways to help protect the environment, conduct a training course, and argue in favor of a new tax law. Occupations of interest included author, environmental research worker, science laboratory assistant, scientist and teacher.

This orientation displayed conservative characteristics (careful not to dress in a provocative way, honest in the way they deal with people) and they indicated they had normal relationships with their parents. They were by far the most patriotic of orientations: they had a strong respect for the United States, they felt good when they saw the American flag flying and indicated an extreme love for their country.

2. “In Control” Orientation: This orientation was very similar to the “Protection of Freedom” orientation. Twenty six percent of this orientation were propensed. The Service of choice for this orientation was the Air Force. The second Service of choice was the Navy. This orientation had the highest proportion of males; 81 percent of respondents in this orientation were male, 19 percent were female. Company spokesperson was the occupation of choice for this orientation.

3. “Educational Opportunities” Orientation: Twenty-six percent of this orientation was propensed. The Air Force was the Service of choice for this orientation. The second Service of choice was the Marine Corps. This orientation performed well at school—over half of respondents got As and Bs.

In high school, youth in this orientation indicated they participated in church groups, organized team sports, and school clubs like debate, math, chess, and language. Respondents were likely to have recently done volunteer work and attend religious functions. Occupations of interest to this orientation included computer scientist, computer repairer, and scientist.

Youth within this orientation indicated they enjoyed new and exciting experiences, even if they were a little frightening or unusual. Those in this orientation were also among the most religious—41 percent said they are either extremely religious or very religious.

4. “Better Standard of Living” Orientation: Twenty-six percent of this orientation was propensed. The Service of choice for this orientation was the Coast Guard. The second Service of choice was the Marine Corps. A high proportion of respondents in this orientation were male (77%).

Activities that these respondents indicated enjoying in high school included Little League or youth baseball and organized team sports. Respondents also indicated they wanted more training or education to identify new business opportunities and start their own business. The occupation of choice for this orientation was accountant.

Respondents in this orientation said the people around them easily influenced them. Respondents also said they are not very religious (26% said they are not very religious, 2% said they are not at all religious).

5. “Family” Orientation: Twenty-three percent of this orientation were propensed. The Service of choice for this orientation was the Army. The second Service of choice for this orientation was the Navy. Fifty-eight percent of this orientation were male, 42 percent were female. Respondents in this orientation perform well at school—23 percent got mostly As.

Activities respondents in this orientation were likely to participate in while in high school included church groups, organized team sports, and music and drama groups, such as band, chorus, thespians, arts and cheerleading. The week prior to the research respondents reported reading books for pleasure, going to sports events, going to a library or museum and caring for or playing with children. Respondents in this orientation wanted more education or training for: creative writing, leading a support group, starting their own business, and reading music. Respondents indicated having close and dependent relationships with their parents. They were much more likely than the other orientations to go to their parents for advice. They were trusting, loyal and among the most religious of orientations.

6. “Own Choices” Orientation: Nineteen percent of this orientation were propensed. The Air Force was the Service of choice for this orientation. The second Service of choice for this orientation was the Navy.

Respondents in this orientation were likely to agree with the statement “life with no danger would be dull.” Respondents enjoyed “cruising” in a car and spending time with friends, as well as working on a car or motorcycle. Individuals in this orientation described themselves as “craving excitement” and were among the least religious of the seven orientations (28% say they are not very religious and 12% say they are not at all religious).

7. “Career Building” Orientation: Seventeen percent of respondents in this orientation were propensed—the least propensed of the seven orientations. The Coast Guard was the Service of choice for this orientation. The second Service of choice was the Army.

Occupations of interest to this orientation included accountant and word processing operator. Respondents indicated they would enjoy further training or education in scriptwriting, starting their own business, and maintaining a computer database. Respondents in this orientation enjoyed taking risks and having new and exciting experiences, even if they were a little frightening or unusual. This was the least religious of all orientations.

The seven orientations provide alternative communication strategies to persuade youth that the choice of military is a good choice to help become the person they aspire to be. In reviewing the profiles, it is important to keep a number of things in mind:

- While the “Protection of Freedom” orientation was most salient with propensed youth, all the orientations provided communication opportunities. The key is to use the orientation maps to make military service more relevant to youth and communicate not only rational, but also emotional reasons for that choice.
- The profiles of the segments in each orientation may provide communications targeting opportunities. For example, the fact that youth in the “Protection of Freedom” segment enjoyed volunteer work may allow for sponsorship of communication programs specifically designed to reach youth in volunteer activities. Among this group, the “Protection of Freedom” message may be most effective as a recruiting theme.

Association of Strategic Attributes, Benefits and Leadership Traits With Post-High School Options

To identify how rational and emotional elements can differentiate between choices of entering the military and other alternatives, especially four-year college and a full-time job, respondents evaluated the same set of strategic attributes, functional benefits, emotional benefits and leadership traits used in the importance exercise that determined the type of adult they aspired to be.³ Respondents were asked to consider each of three choices after high school (military, four-year college, and a full-time job) and to rate how well each strategic attribute, functional benefit, emotional benefit and leadership trait described that choice. The highest rated strategic attributes, functional benefits, emotional benefits and leadership traits for the military are compared with a four-year college and full-time job in tables that follow.

³ Brand Architecture™ is not used to evaluate “performance” of brands in terms of values. From our experience, values judgments are difficult to make and often are not accurate in this type of research. The values have been discovered in the VISTA™ research and their importance confirmed in the Brand Architecture™ research.

RATINGS OF STRATEGIC ATTRIBUTES BY POST-HIGH SCHOOL CHOICE (Mean Score on a 10-Point Scale)			
Item	Military	Four-Year College	Full-Time Job
Developing personal discipline	9.0	8.2	7.7
Being part of a team	8.8	7.0	7.7
Being in an orderly, structured environment	8.7	7.4	7.8
Having the opportunity to travel	8.5	6.5	5.9
Doing important things for the country	8.5	5.7	5.0

RATINGS OF STRATEGIC FUNCTIONAL BENEFITS BY POST-HIGH SCHOOL CHOICE (Mean Score on a 10-Point Scale)			
Item	Military	Four-Year College	Full-Time Job
Being able to grow up and mature	8.6	8.6	8.0
Being able to protect our freedom	8.6	5.4	4.6
Learning new and challenging things	8.5	8.6	7.1
Keeping the country safe and strong	8.5	5.0	4.5
Seeing and doing exciting things	8.3	7.6	6.3

RATINGS OF STRATEGIC EMOTIONAL BENEFITS BY POST-HIGH SCHOOL CHOICE (Mean Score on a 10-Point Scale)			
Item	Military	Four-Year College	Full-Time Job
Making a difference with your life	8.4	8.9	7.4
Being motivated to do your best	8.4	8.6	7.5
Feeling confident	8.4	8.7	7.7
Feeling like you are assisting and contributing to others	8.3	7.8	7.2
Feeling self-reliant	8.3	8.7	7.9

RATINGS OF LEADERSHIP TRAITS BY POST-HIGH SCHOOL CHOICE (Mean Score on a 10-Point Scale)			
Item	Military	Four-Year College	Full-Time Job
Disciplined – having self-discipline	9.2	8.2	7.6
Team-oriented – able to work effectively as part of a team	9.1	7.7	7.9
Effective – able to get things done, can deliver on promises	8.7	8.5	7.9
Self-Reliant – independent, determined, able, confident	8.6	8.6	8.1
Trustworthy – honest in dealings, can rely on them	8.5	7.5	7.6
Visionary – has a clear vision for the future, forward looking	7.6	8.3	6.9
Innovative – creative, new ways of doing things	7.5	8.3	7.3
Caring – demonstrates care and concern about people	7.0	7.2	7.2
Heritage – has strong heritage and traditions	6.8	6.2	5.5
Popular – number one, lots of people like them, a favorite among people	5.6	6.5	5.8

At every communication level, some positive perceptions of military service were much higher than for four-year college or full-time job, but there were fewer at the emotional level than the functional level. These items can be a guide to the most effective recruiting communications. On all but a few items, positive perceptions of military service and four-year college were higher than perceptions of a full-time job.

Gap Analysis

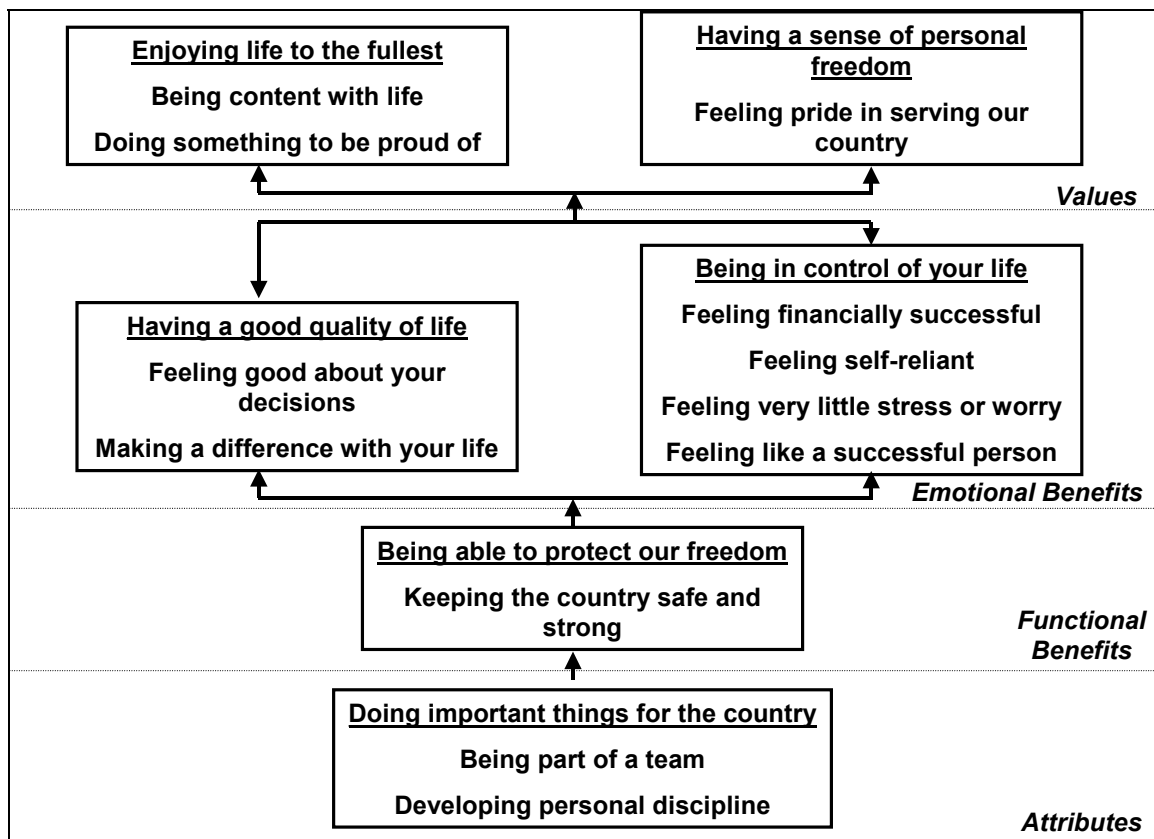
Another way to look at how strategic elements compared across different choices after high school is through gap analysis.⁴ For each item (attributes, functional benefits and emotional benefits), the descriptive mean score of that item when describing the four-year college and a full-time job is subtracted from the descriptive mean score for military service. This approach can shed additional light on the competitive advantages the military enjoys as well as the disadvantages it has when compared to the competition. These comparisons are made across the entire sample, not just the segments assigned to an orientation. Gap scores are in parentheses in the discussion of the first two orientations below.

“Protection of Freedom” and “In Control” Orientations: The military had many competitive advantages over both competing post-high school options within these orientations. “Personal discipline” (+0.8), “part of a team” (+1.8), “doing important things for the country” (+2.9), “being able to protect our freedom” (+3.2) and “keeping the country safe and sound” (+3.1) were all measurably significant advantages for the military when compared to four-year college. “Having a good quality of life” (-0.8) was an item that was a competitive disadvantage for the military when compared to four-year college. But, an element of this factor, “making a difference with your life” (+0.4) was a strong equity of military service, even when compared to four-year college. Similarly, while “being in control of your life” (-1.3) was a competitive disadvantage for the military, a related element, “feeling self-reliant” (+0.4), was an advantage. At an emotional level, communications should focus on “making a difference with your life” and not the more general notion of having “good quality of life.” Also, “feeling self-reliant” is a better way to tap into the emotion of “being in control of your life.”

“Personal discipline” (+1.3), “part of a team” (+1.1), “doing important things for country” (+3.6), “having a mentor who cares” (+0.8), “being able to protect our freedom” (+4.0), “keeping the country safe and sound” (+0.4), “feeling self-reliant” (+0.6) and “feeling like a successful person” (+0.3) were all advantages when comparing the military to a full-time job.

The communication framework for these two orientations is displayed in the following diagram.

⁴ The gap analysis was confirmed by a parallel approach, perceptual mapping. Perceptual maps are a tool that can be used to further characterize the way recruit-age youth view the military relative to the competition (four-year college and a full-time job). The critical elements of each perceptual map are the dimensions (attributes, functional benefits, emotional benefits, and leadership traits) and the location of the competitive set along those dimensions.



Gap Analysis on Propensed vs. Non-Propensed Youth and the Competitive Set

Gap analysis was also used in two other ways to identify core strengths. The first approach analyzed the positive difference in importance placed on items between propensed and non-propensed youth. A few of the top items showing positive differences included:

- “doing important things for the country” (+1.0);
- “having a sense of personal freedom” (+0.7);
- “part of a team” (+0.6); and
- “feeling pride in serving our country” (+0.6).

The second approach analyzed the positive difference ratings for propensed youth only of perceptions of items delivered by military versus other post-high school options. A wide range of significant positive differences emerged when comparing the military to a full-time job. Almost all items at the attribute, functional benefit, and emotional benefit levels were significant positive differences in favor of the military for proposed youth. One notable exception was “having a good relationship with family and friends” (-0.6), which was a significant negative difference in favor of a full-time job.

The military held fewer positive differences when compared to four-year college. The top 5 items showing significant positive differences for propensed respondents when comparing the military versus four-year college for propensed youth were:

- Being able to protect our freedom (+3.1);
- Doing important things for the country (+2.8);
- Opportunity to travel (+2.2);
- Part of a team (+1.9); and
- Orderly environment (+1.2).

Personifying the Ideal Organization

Respondents were asked to personify the ideal organization they would like to work. They were read a list of personality characteristics and asked to rate how important each characteristic was for their ideal organization. They were asked to rate how well these items described military service, four-year college and full-time job, and their preferred Service. The top ten most important characteristics of the ideal organization mentioned are shown below, along with a somewhat different order that emerged based on ratings of propensed and non-propensed youth.

IMPORTANCE OF PERSONALITY CHARACTERISTICS TO THE RESPONDENTS' IDEAL ORGANIZATION (Mean Score on a 10-Point Scale)	
Characteristic	Mean Score
Reliable	9.1
Honest	9.1
Hard working	9.0
Successful	9.0
Intelligent	8.9
Real (Genuine)	8.7
Confident	8.7
Friendly	8.6
Sincere	8.5
Exciting	8.2

IMPORTANCE OF PERSONALITY CHARACTERISTICS TO THE RESPONDENTS' IDEAL ORGANIZATION (Mean Score on a 10-Point Scale)		
Characteristics	Propensed Youth	Non-Propensed Youth
Hardworking	9.2	8.9
Successful	9.1	8.9
Reliable	9.1	9.1
Intelligent	9.1	8.9
Honest	9.0	9.2
Confident	8.9	9.2
Secure	8.8	8.7
Leader	8.8	8.1
Real	8.7	8.8
Friendly	8.5	8.6

Service Assessment

In general, there was little differentiation among the individual Services in terms of attributes, functional benefits, emotional benefits, and traits. In other words, respondents tended to rate their preferred Service similarly on these items. Minor differentiation did emerge among the Services in terms of brand personality and emotions that are evoked by the different Services. Respondents were asked to imagine the ideal type of organization for which they would like to work. The interviewer read a list of personality traits or human characteristics and the respondent rated how important it was for the ideal organization to have that trait or characteristic. Battery items are from Jennifer L. Aaker's *Dimensions of Brand Personality*.⁵ Aaker defines brand personality as "the set of human characteristics associated with a brand." In this instance, the brand is the ideal type of organization.

These items were also used to personify a respondent's preferred Service. Respondents were asked to imagine their Service of choice as if it were a person.⁶ Each brand personality item was read to respondents and they were asked to rate the item based on how well it described their particular Service.

Perceptual mapping was used to illustrate characteristics or traits best associated with each of the Services. The Marine Corps and the Army shared many brand personality dimensions, with the Marine Corps better differentiated in terms of being seen as "rugged" and "unique." Similarly, the Air Force and Navy shared many personality dimensions, with the Air Force being better differentiated in terms of being seen as "tough," "exciting," "technical," "contemporary," and "up-to-date." The perceived personality of the Coast Guard was most differentiated from the other Services. It was seen as "outdoorsy," "friendly," "secure," "young," "upper class," and "sincere."

Another approach to identifying unique characteristics and traits of each Service was to create emotional associations with a respondent's preferred Service. Respondents were presented with a battery of different emotions and asked to imagine they had just decided to join their top-rated Service.⁷ For each emotion, respondents indicated whether or not they felt that emotion as they thought about that decision. Respondents' preferred Military Service elicited strong positive emotions: "curious," "hopeful," "proud," "accepting," "receptive," and "enthusiastic." At the same time, a number of more negative emotions emerged: "uncertain," "apprehensive," "worried," "hesitant," and "afraid." Using correspondence analysis, only the Marine Corps emerged with a unique positive emotions profile: "content," "pleased," "enthusiastic," "proud" and "trusting."⁸

Strategic leadership traits that scored high across preferred Services included "disciplined—having self-discipline," "team-oriented—able to work effectively as part of a team," and "self-

⁵ Aaker, J. (1997). Dimensions of brand personality. *Journal of Marketing Research*, XXXIV, 347-355.

⁶ Respondents rated either their first or second choice of Service. Sample sizes for each Service were: Army=117, Navy=114, Marine Corps=131, Air Force=129, and Coast Guard=109.

⁷ Plutchik, R. & Conte, H. R., Eds. (1997). *Cicumplex Models of Personality and Emotions*. Washington DC: American Psychological Association.

⁸ Correspondence Analysis is a version of perceptual mapping that is used with dichotomous (yes/no) data.

reliant—independent, determined, able and content.” The lowest scoring strategic leadership trait was “popular—number one, lots of people like them, a favorite among people.”

3. BACKGROUND INFORMATION

The Military Services recruit over 200,000 young men and women each year to meet the Nation's defense requirements. Efficiently recruiting these youth requires marketing efforts and advertising campaigns that are based on sound market research. The Joint Recruiting Advertising Program (JRAP) and Joint Market Research Program (JMRP) were created in the 1970s to support the military recruiting requirements for the All-Volunteer Force. JRAP is the Department of Defense's (DoD) "corporate" advertising program. Its mission is to complement Service-specific "brand" advertising by raising and sustaining awareness of military opportunities for prospective enlistees, people who influence youth decisions to enlist (including educators), and youth 10-14 years old (pre-prospects). JMRP's mission is to acquire, analyze and disseminate information on recruiting markets (prospects, influencers, and pre-prospects) to the Office of the Secretary of Defense (OSD) and the Military Services for use in their military recruiting and advertising programs. The focus of the Brand Architecture™ research was to more fully understand effective communication strategies for youth prospects.

4. RESEARCH OBJECTIVES

In the marketing literature, brand architecture refers to the relationship of brands to one another, especially the relationship of a parent or corporate brand to product or sub-brands. Wirthlin Worldwide uses a proprietary segmentation approach, called Brand Architecture™, as a framework to explore various brand problems.

The application of Brand Architecture™ for the Department of Defense focused primarily on learning how perceptions of military service among youth could provide a basis for brand equity that could differentiate military service from other primary options after high school. A secondary objective was to examine the more traditional brand architecture problem of how, within the context of a parent brand (military service), individual Services (Army, Navy, Marine Corps, Air Force, and Coast Guard) can differentiate themselves from each other.

The Brand Architecture Models study built on the findings of the Youth VISTA™ study that identified a strategic communication framework for youth.

The objectives of this study translated into the following goals:

- To identify how rational and emotional elements of decision-making can differentiate post-high school choices for youth.
- To identify and profile youth orientations using the rational and emotional elements of decision-making as well as attitude, behavior and lifestyle questions.
- To identify current competitive positioning opportunities for each of the individual Services.

5. VISTA™ REVIEW AND YOUTH VISTA™ FINDINGS

The Department of Defense (DoD) began its study of recruit-age youth in August 2000 through qualitative research—the Youth VISTA™ study. The findings from this initial research suggested the Department knew little about how its sub-brands (Army, Navy, Marine Corps, Air Force, and Coast Guard) could best be positioned with the youth market. Further, the Youth VISTA™ study provided an initial positioning strategy recommendation that provided a framework on which to build a successful coordinated communications strategy targeted toward recruit-age youth. Wirthlin Worldwide was selected to conduct this Brand Architecture research.

VISTA™ is grounded on the central principles of “Means-End Theory,” which specifies that consumers basically process information across three broadly defined physical and psychological levels: attributes, consequences, and values.

- *Attributes* exist in all products and services and are defined as the characteristics by which the product or service may be described.
- *Benefits/consequences* are the reasons why an attribute is important to an individual. A consequence is the personal meaning given to an individual attribute. Benefits/consequences are at both the rational level (functional benefits/consequences) and the emotional level (psychosocial benefits/consequences).
- Personal *values* are higher-level elements that determine image, action, or decision-making behavior. Personal values provide the relevant meanings for consequences as the consequences do for product attributes.

VISTA™ is a unique research method that goes beyond the traditional understanding of consumer benefits to identify the most compelling personal values that must be “tapped into” to achieve a successful outcome. VISTA™ focuses on the linkages between attributes that exist in choices (the “means”), the consequences for the audience provided by those attributes, and the personal values (the “ends”) that the consequences reinforce. The premise is that audiences learn to make choices that contain attributes that are instrumental to achieving their desired consequence. Means-End theory specifies the rationale underlying why consequences are important, namely personal values.

VISTA™ information is gathered through in-depth, one-on-one “laddering” interviews that last approximately two hours. The outcome of VISTA™ is a set of maps depicting an audience’s decision-making process that provides a blueprint for action, illustrating those important factors that motivate the target audience toward immediate and long-term action. VISTA™ is described thoroughly in peer-reviewed communications research literature.⁹

⁹ Reynolds, T. J. & Gutman, J. (1988). Laddering theory, method, analysis and interpretation. *Journal of Advertising Research*, 28(1), 11-33.

Reynolds, T. J. & Whitlark, D. (1995). Applying laddering data to communications strategy and advertising practice. *Journal of Advertising Research*, 35(4), 9-20.

Reynolds, T. J. & Craddock, A. B. (1988). The application of the Meccas Model to the development and assessment of advertising strategy. *Journal of Advertising Research*, 28(2), 43-54.

Youth VISTA™ Findings

The Youth VISTA™ interviews were built around two primary laddering exercises, one concerning the image of the US Military, and the other with the enlistment decision. The goal was to explore both the attitude (image) and behavior (enlistment decision) of the respondents.

Image of the Military

Two main ideas emerged when respondents were asked about the military. The first dealt with characteristics related to the “protection of our freedoms” and the second with characteristics of employment.

1. When thinking about the military on a large scale, a military that can protect and defend our country led to a feeling of safety and security; however, on a personal level there was a realization that protecting our freedom could lead to personal sacrifices, including injury or death.
2. The other viewpoint involved issues surrounding the enlistment decision and specific benefits the military had to offer, or “what the military can do for you.” Respondents were able to identify benefits of the military including personal growth and the ability to do a good job, but these benefits were weakly supported by a limited knowledge of the military, most often only by the fact that the military could pay for college.

Building on the first point above, the military has the opportunity with its youth audience to enhance its image by leading the charge for *personal freedoms*. College can ensure a good *standard of living*, but the military guarantees our *freedom*. In order to build up this perception, more information, beyond money for college, must be provided to youth. Providing this knowledge may also help supplant the emotional fears and concerns associated with serving in the military.

In addition, the military has the opportunity to build upon two important perceptions about the military: that it is a place to learn a good job, leading to a better quality of family life, and that it is a place to grow and mature.

Perhaps the most important finding to emerge from this exercise was just how few definite attributes youth were able to articulate in favor of the military beyond *pay for college* and *defends the country*. Based on this lack of knowledge and awareness, the military is behaving not like a mature brand with well-established rational components, but rather like a tired brand whose benefits are unclear. The communications challenge is to determine the rational elements that can be effectively used at the attribute level to bolster such strong current emotional linchpins as the *ability to do a good job*, *maturity* and *providing for self and family*, and to do so in a way that is both credible and relevant to the youth audience.

Reynolds, T. J. & Rochon, J. P. (1991). Means-end based advertising research. *Journal of Business Research*, 22(2), 131-142.

The Enlistment Decision

As background for the enlistment decision discussion, most youth stated that their first desire was to go to four-year college, followed by entering a civilian full-time job; joining the military was rated third.

As uncovered during the enlistment laddering exercise and established by the correlation strength between each element included on the decision-making map (attributes, benefits, emotions, values), the military was perceived by respondents as providing four primary benefits. These pathways represent the most salient rational to emotional connections.

- The military provides opportunities: resulting in perceptions of more money, ability to provide for one's self and family, good quality of life, and a sense of accomplishment and happiness.
- It furthers education: resulting in greater knowledge, a good job, being secure in one's decision, confident in providing for one's self and family, and a sense of accomplishment and self-esteem.
- It assists in personal growth: resulting in motivation, doing a good job, and a sense of self-esteem and pride.
- It fosters a feeling of contributing to country: resulting in a sense of pride based on service to one's country.

Other than providing money for college, the specific attributes and programs of the military were not well known. In other words, the important benefits of the military were not supported by knowledge of characteristics of military programs. This being the case, youth had a poor foundation from which to associate the military with delivering those benefits.

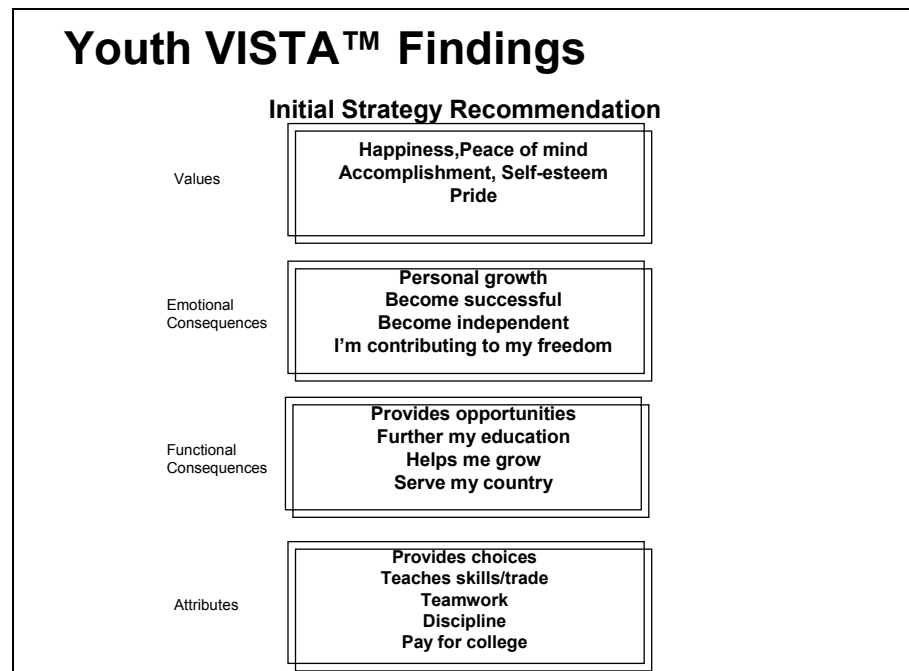
Youth VISTA™ Strategic Considerations

Data from this study suggested that in order to become more relevant to the youth market, the military needed to be repositioned in the minds of this target audience. The repositioning process should begin with providing more comprehensive information to youth about the military in terms of rational components or benefits. These attribute level benefits are not currently well known among youth, and are necessary to provide a bridge to and reinforce the emotional messages that influence both the image of the military and propensity to serve. Without these structural underpinnings, the emotional benefits will not resonate with youth and the messages will lack credibility.

The challenge is to begin revitalizing the "military service" brand through better and more comprehensive communication of what the military is, and to ensure that these facts are perceptually linked to emotional benefits and values that drive both attitudinal (image) and behavioral (propensity to enlist) loyalty among the youth audience. The results of this research

allow for an initial hypothesis regarding what rational components would most effectively reinforce a communications positioning that emphasizes intangible benefits. (Figure 1)

Figure 1



6. BRAND ARCHITECTURE™ METHODOLOGY

Brand Architecture™ is an approach used to understand how to link brands more effectively to the emotional benefits people seek. Brand Architecture™, like VISTA™, is grounded on the central principles of “Means-End Theory.” The disciplined process of developing a Brand Architecture™ will allow for:

- A clearer understanding of the DoD’s and the Military Services’ brand strength,
- A broad view of DoD target audiences’ emotional and values needs,
- Insights about how to make the brand relevant to the target customers by tapping into their “view of the world,”
- Specific guidance for developing effective communications strategy and advertising messages, and
- Segmentation of audiences.

Components of Brand Architecture™

There are five components of Brand Architecture™:

- Selecting the relevant brand context.
- Identifying the dimensions of personal identification with the context.
- Constructing the architecture.
- Determining associated brand personality and leadership traits.
- Segmenting the target audience.

Selecting the Relevant Brand Context

All brands are selected within a specific context. At the simplest level, brands are selected to fulfill a need. On the other end of the spectrum, certain brands are selected because they promise an emotional transformation. There are several points in between these two extremes.

- Emotion-based
- Attitude-based
- Lifecycle-based
- Occasion-based
- Activity-based
- Event-based
- Need-based

At the low end of this scale, the marketing focus is on the brand’s tangible attributes. As you go up the scale, the brand’s tangible attributes become less and less important and the focus shifts to the brand’s intangible benefits, which are derived from target audience’s perceptions of the brand.

The first step in developing a Brand Architecture™ is to choose the relevant context of the brand selection. While, in general, the goal is to target higher up the scale, the type of brand, existing brand tangible attributes and intangible benefits, and brand “personality” may limit the contexts into which the brand can fit.

Based on discussions with the Department of Defense, it was concluded that the brand for this research was to be military service and the relevant context was becoming the adult the youth aspired to be (lifecycle-based).

Identifying the Dimensions of Personal Identification With the Context

Once the context is chosen (becoming the adult the youth aspired to be), the next step is to thoroughly understand that context and how the brand fits with that context. For example, we want to make our brand (military service) the one youth think of when they are considering the adult they aspire to be. The framework for understanding what goes on in a given context is composed of four hierarchical levels, each higher than the next:

- Attributes
- Functional benefits
- Emotional benefits
- Personal values

The findings from the Youth VISTA™, the Youth Attitude Tracking Study (YATS) and other quantitative and qualitative research were used to determine the dimensions of thinking when youth consider the adult they aspire to be, both rationally and emotionally.

Constructing the Architecture

The next step is to “attach” the brand to the contextual framework by linking it with a pathway of benefits and emotions. This is done by identifying the strongest connections between attributes, functional benefits, emotional benefits and values that respondents say are most important to them for the context being studied. Finally an overall “architecture” is constructed using the strongest identified connections. At this point, competitive brands are also assessed to ensure the positioning is unique and ownable.

Determining Associated Personality and Leadership Traits

The art of effective advertising is determining how to communicate the brand positioning in a compelling, memorable, and relevant way. Brand Architecture™ helps suggest personality and leadership traits that can bring the brand to life.

Segmenting the Target Audience

After the architecture has been developed, it can be organized into orientations (segments). An orientation is a set of elements and connections ranging from attributes to values that are connected through a unique personal-relevance bridge (link between functional benefits and

emotional benefits). The strength of association between orientations and the brand, and the competitor brands is then determined. Finally, profiles of each orientation are created using values-based elements as well as leadership traits, personality traits, emotions, lifestyle, interest and activity batteries.

Specifications

This Brand Architecture™ research was based on 600 one-on-one interviews with recruit-age youth conducted in 25 cities in June 2001. The interview was 75 minutes in length and was a combination of self-administered questions and interviewer-administered questions. The respondents were recruited to participate in the study and recruiting was carefully controlled to ensure profiles that coincided with the actual population of interest.

Recruited respondents were between the ages of 15 and 21. All respondents were United States citizens, not currently or previously in the military or one of the military service academies, not in the Delayed Entry Program (DEP), were C average students and above, and were not from households where the mother or father was currently in the military or retired from the military. Additional details included:

- *School Enrollment:* Forty percent of respondents were in 10th or 11th grade, 28 percent of respondents were in 12th grade and 32 percent of respondents were recently graduated (up to 2/3 were currently enrolled in four-year college, the remaining 1/3 were not currently enrolled in four-year college).
- *Propensity:* To gauge likelihood to join the military, respondents were asked “how likely is it that you will be serving in the military in the next few years?” Among 15 to 18 year olds, 24 percent were propensed (7% definitely will join the military, 17% probably will join the military) and 76 percent were not propensed for military service (32% probably will not join and 44% definitely will not join). Among 19 to 21 year olds, 22 percent were propensed (7% definitely will join the military, 15% probably will join the military) and 78 percent were not propensed for military service (28% probably would not join and 50% definitely would not join). These quotas resulted in a sample that was generally representative of the youth population. The following table provides a comparison of the Brand Architecture™ data and recent Youth Poll data.¹⁰

¹⁰ While the sample of respondents in this study was representative of the recruit market, in terms geographic diversity, mix of gender entering the military, range of propensity, and key age groups, it was not a random sample. As a result, statistical testing based on sampling theory is not appropriate. However, traditional t-tests are used to identify measurable differences that provide useful insight in the analysis.

Table 1

YOUTH POLL/BRAND ARCHITECTURE™ DATA COMPARISON (Percent)				
Likelihood to Join the Military	Men Brand Arch.	Men Youth Poll ¹¹	Women Brand Arch.	Women Youth Poll
Definitely will	9	4	1	1
Probably will	19	16	14	6
Probably not	31	35	29	20
Definitely not	42	45	55	72

- *Race/ethnicity:* Each city recruited three Hispanics and two African Americans.
- *Grades:* Of all respondents, 15 percent indicated having mostly As (90-100 average), 31 percent had mostly As and Bs (85-89 average), 18 percent mostly Bs (80-84 average), 24 percent mostly Bs and Cs (75-79 average), and 12 percent had mostly Cs (70-74). No respondents reporting making less than Cs in school were included in this study.
- *Gender:* One-third of the respondents were women (2/3 were ages 15 to 18 and 1/3 were ages 19 to 21) and two-thirds were men (2/3 were ages 15 to 18 and 1/3 were ages 19 to 21).
- *Service:* To ensure an equal mix of Service propensity, respondents were asked to rank order the five Services (Army, Navy, Marine Corps, Air Force and Coast Guard) based on which one they would be most inclined to join, if they were ever to join: 117 of respondents were propensed toward the Army, 114 were propensed toward the Navy, 131 were propensed toward the Marine Corps, 129 were propensed toward the Air Force and 109 were propensed toward the Coast Guard.

In selecting market sites, it was important to consider two broad criteria to gain insight into the military's strengths (equities) and weaknesses (disequities): geographic diversity (with consideration given to urban, suburban or rural) and the military's presence. Interviews were conducted in 25 fieldwork markets. Markets included were:

Akron, Ohio

Data for Decisions
2872 W. Market Street
The Wyant Building
Akron, OH 44333

Buffalo, New York

Marion Simon Research Service, Inc.
49 Wildbriar Road
Rochester, NY 14623

Atlanta, Georgia

Whaley Research & Associates
102 N. 85 Parkway, Suite L
Fayetteville, GA 30214

Charleston, West Virginia

McMillion Research
1012 Kanawha Boulevard East, Suite 301
Charleston, WV 25301

¹¹Sattar, Khalid A., et al. (2002). *Youth attitudes toward the military: Poll one*. (Report No. 2002-027) Arlington, VA: Defense Manpower Data Center.

Concord, New Hampshire
Cunningham Field & Research
270 Loudon Rd #1164
Concord, NH 03301

Detroit, Michigan
Crimmins & Forman Market Research, Inc.
29955 Southfield Road
Southfield, MI 48076

Hartford, Connecticut
Connecticut In Focus
76 Eastern Boulevard
Hartford, CT 06033

Houston, Texas
Creative Consumer Research
3945 Greenbriar
Stafford, TX 77477

Iselin, New Jersey
Suburban Associates
517 US Highway 1, #1109
Iselin, NJ 08830

Lexington, Kentucky
Lexington Opinion Research
131 Prosperous Place, #19B
Lexington, KY 40509

Kansas City, Kansas
Field House
7220 W 98th Terrace
Shawnee Mission, KS 66212

Kansas City, Missouri
C&C Market Research
400 NW Barry Road
Kansas City, MO 64155

Minneapolis, Minnesota
Quick Test/Heakin Research, Inc.
12745 Wayzata Blvd.
Hopkins, MN 55305

Nashville, Tennessee
20/20 Research
Burton Hills Blvd., #185
Nashville, TN 37215

Pittsburgh, Pennsylvania
Data Information, Inc.
1910 Cochran Road, #470
Pittsburgh, PA 15220

Reno, Nevada
Nichols Research, Inc.
14065 Riata Circle
Reno, NV 89511

Salt Lake City, Utah
Lighthouse Research
1277 W 12600 Street
Riverton, UT 84065

San Jose, California
Star Market Research
30997 Huntwood Ave., #102
Hayward, CA 94544

Sioux Falls, South Dakota
American Public Opinion & Market
32 3rd St NW
Sioux Center, SD 51250

Springfield, Massachusetts
J Dempsey Marketing Research
62 Bruni Ave.
Ludlow, MA 01056

St. Louis, Missouri
Consumer Opinion Search, Inc.
10403 Clayton Rd.
St. Louis, MO 63131

Washington DC—Pretest
Martin Focus Group Centres
199 North Fairfax Street
Suite 150
Alexandria, VA 22314

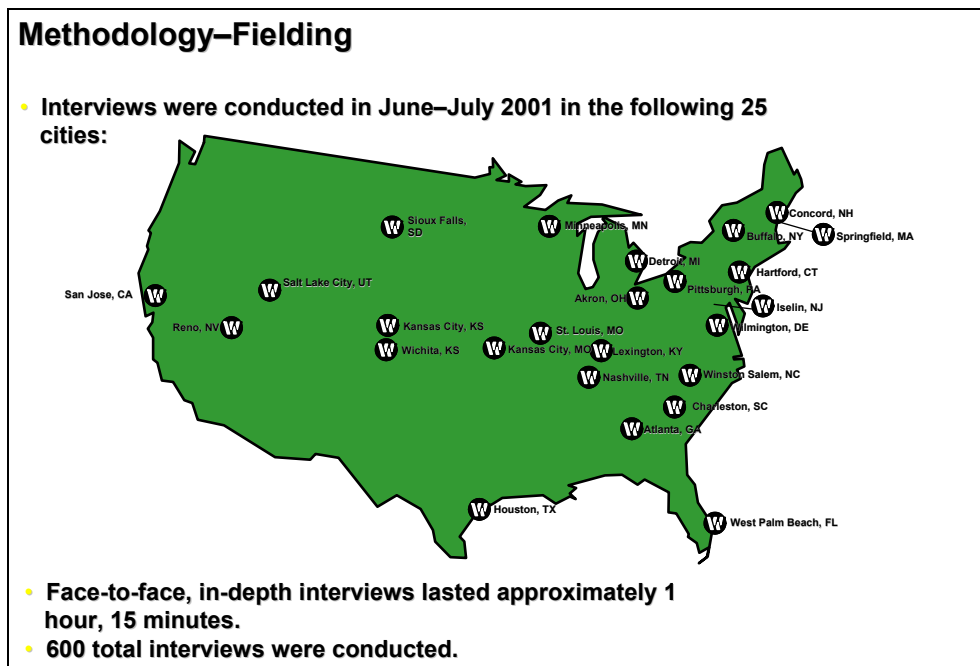
West Palm Beach, Florida
Field and Focus
4020 S 57th Ave.
Greenacres, FL 33463

Wilmington, Delaware
Delaware Research Company
2515 Alister Drive
Wilmington, DE 19808

Wichita, Kansas
Barbara Nolan Research
Towne West Square, Store #804
Wichita, KS 67209

Winston Salem, North Carolina
Homer Market Research Associates, Inc.
333 4 Seasons Town Ctr.
Greensboro, NC 27407

Figure 2



Brand Architecture™ Questionnaire

The 75-minute one-on-one, in-person interview was a combination of self-administered and interviewer-administered questions. The context of the interview was based on the kind of adult the respondent aspired to be. The Brand Architecture™ questionnaire included questions that covered the following areas:

- *Activities and Interest Batteries:* Respondents were asked batteries of questions regarding extracurricular activities, activity participation in the last seven days, interest in participating in other activities, areas of interest for further training or education, and possible occupations.
- *Importance of Strategic Attributes, Benefits, Values and Leadership Traits:* Respondents were asked to imagine the type of adult that they aspired to be. They were then asked to rate the importance of a series of attributes, functional and emotional benefits, values and leadership traits in helping them to become that adult.
- *The Ideal Organization-Brand Personality Exercise:* Using Jennifer Aaker's *Dimensions of Brand Personality*, respondents evaluated their ideal organization by indicating the personality characteristics it would possess.
- *Association of Attributes/Benefits/Values with Post-High School Options:* Respondents were presented with batteries of attributes, benefits and leadership traits and were asked to identify how well each item described: going to a four-year college, having a full-time job, serving in the military and serving in either the Army, Navy, Marine Corps, Air Force, or Coast Guard.

Each respondent was only asked about one Service. During the research recruiting process for this project, potential respondents were asked about their Service-specific propensity. Most respondents were asked to complete this part of the interview based on the Service for which they indicated they had the highest propensity. In order to ensure an equal mix of Service responses, some respondents were asked to complete this section based on their second most propensed Service.

- *Selected Service-Brand Personality Exercise:* Thinking about their top rated Service, respondents were asked how well the items in Jennifer Aaker's *Dimensions of Brand Personality* matrix described that Service.
- *Selected Service-Emotions Battery:* Respondents were asked to imagine they had just decided to join a specific branch of the military. They were read a list of emotions and asked to indicate whether this was something they felt as a result of this decision.
- *Attitudes and Lifestyle Batteries:* Finally, respondents were asked batteries of questions about their conduct, risk and planning, their personality, patriotism, religiosity, their beliefs about relationships and people, and their relationships with parents.

7. DETAILED FINDINGS

Defining the Relevant Context

The first step in developing a Brand Architecture™ was to choose the relevant context of the brand selection. Based on discussions with the Department of Defense, it was concluded that the brand for this research was to be military service and the relevant context was becoming the adult the youth aspired to be.

This section of the interview began with the interviewer defining the relevant context and having the respondent think about it.

“I want you to sit back, close your eyes and think about the type of adult you want to be. I want you to think about the type of person in terms of the characteristics you want to have, the education you desire, the training you want, the social life you want, the type of career you want, the type of family life you would like, your spirituality and your hobbies.”

No specific research questions were asked during this time; it was simply used to have all of the respondents thinking about the same context when answering the next series of questions.

Identifying the Importance of Attributes, Benefits, Values and Leadership Traits Within the Relevant Context

Once the relevant context was defined, respondents were asked to indicate how important a series of attributes, functional benefits, emotional benefits, values and leadership traits were to helping them become the adult that they aspired to be. The respondents used a 10-point scale where one meant “not at all important to have this item to become the adult they aspire to be” and 10 meant “critically important to have this item to become the adult they aspire to be.” After rating the items in each battery, respondents were asked to select the item that was most important to becoming the adult they aspire to be.

Attributes

Table 2 displays the mean importance scores for the attribute battery. The most important attribute was “being able to make my own choices,” followed by “having a full-time job with a future.” The attributes with the lowest importance ratings were “having a mentor that cares to develop my potential,” “being part of a team” and “doing important things for the country.”

Table 2

IMPORTANCE SCORES–ATTRIBUTES	
Attribute Item	Mean
Being able to make my own choices	9.2
Having a job with a future	9.2
Having a good education	9.0
Being able to balance the demands of family, friends, and job	8.8
Receiving good pay and benefits	8.8
Making and having good friends	8.7
Being competent and doing the right things	8.7
Developing high-paying job skills	8.5
Knowing that I am being treated fairly and equally	8.5
Developing personal discipline	8.3
Performing tasks that use my knowledge and abilities	8.3
Having a lot of work experience	8.1
Knowing that my efforts are being noticed	8.1
Not doing things against my better judgment	8.1
Working with people that are warm and friendly	8.0
Getting feedback on whether I am performing well or poorly	7.9
Being able to specialize in an interesting trade or field	7.7
Having opportunities to solve problems	7.6
Living close to family and friends	7.5
Not having to waste my time on unnecessary activities	7.4
Having the opportunity to travel	7.3
Being in an orderly, structured environment	7.2
Having monetary rewards based on ability and effort	7.2
Being part of a team	7.0
Having a mentor that cares to develop my potential	6.8
Doing important things for the country	5.9

Functional Benefits

Table 3 displays the mean importance scores for the functional benefits battery. The most important functional benefit was “having good relationships with family and friends,” followed by “being able to build a successful career.” The functional benefits with the lowest importance ratings were “keeping the country safe and strong” and “being able to protect our freedom.”

Table 3

IMPORTANCE SCORES–FUNCTIONAL BENEFITS	
Functional Benefit Item	Mean
Having good relationships with family and friends	9.1
Being able to build a successful career	9.0
Doing the things that I enjoy most	8.8
Being able to grow up and mature	8.6
Having opportunities for continuing my education	8.5
Having good career opportunities	8.5
Seeing and doing exciting things	8.4
Earning a high salary	8.3
Being able to improve my standard of living	8.3
Helping out significantly with my financial needs	8.2
Learning new and challenging things	8.1
Learning and working in a supportive environment	8.0
Gaining valuable work experience	7.9
Being able to compete for the best jobs	7.9
Always knowing what is expected of me	7.7
Building a successful track record	7.7
Being able to protect our freedom	7.4
Keeping the country safe and strong	6.6

Emotional Benefits

Table 4 displays the mean importance scores for the emotional benefits battery. The most important emotional benefit was “being in control of your life,” followed by “having a good quality of life” and “feeling confident.” The emotional benefits with the lowest importance ratings were “feeling very little stress or worry” and “feeling like you are assisting and contributing to others.”

Table 4

IMPORTANCE SCORES–EMOTIONAL BENEFITS	
Emotional Benefit Item	Mean
Being in control of your life	9.2
Having a good quality of life	9.0
Feeling confident	9.0
Feeling respected for who you are and what you do	8.9
Feeling good about your decisions	8.9
Making a difference with your life	8.8
Feeling like a successful person	8.8
Being motivated to do your best	8.8
Feeling self-reliant	8.7
Feeling like you are making smart choices	8.7
Feeling financially successful	8.6
Having others care about you	8.6
Making your family proud of your accomplishments	8.5
Feeling very little stress or worry	8.4
Feeling like you are assisting and contributing to others	8.4

Values

Table 5 displays mean importance scores. The most important value was “enjoying life to the fullest,” followed by “personal happiness.” The values with the lowest importance ratings were “feeling pride in serving our country” and “making the world a better place.”

Table 5

IMPORTANCE SCORES–VALUES	
Values Item	Mean
Enjoying life to the fullest	9.3
Personal happiness	9.0
Being content with your life	8.9
Feeling good about yourself and your abilities	8.9
Being a caring and loving person	8.8
Doing something to be proud of	8.7
Having a sense of personal satisfaction	8.7
Being at peace with yourself	8.6
Feeling safe and secure	8.5
Feeling accepted by your family and friends	8.4
Feeling calm and at ease	8.3
Feeling self-assured	8.3
Feeling of accomplished	8.2
Having a sense of personal freedom	8.2
Not feeling stupid or worthless	8.1
Making the world a better place	7.7
Feeling pride in serving our country	6.4

Leadership Traits

Table 6 displays the mean importance scores for the leadership traits battery. Many branding studies examine the notion that consumers tend to personify organizations by these traits. These core aspects of leadership are very effective in communications when utilized at the emotional level (leverage point) and are a key way to tap into higher-level values. In this research, the most important leadership trait was “trustworthy,” followed by “effective” and “self-reliant.” The leadership traits with the lowest importance ratings were “popular” and “heritage.”

Table 6

IMPORTANCE SCORES–LEADERSHIP TRAITS	
Leadership Trait	Mean
Trustworthy – honest in dealings, can rely on them	9.2
Effective – able to get things done, can deliver on promises	9.0
Self-Reliant – independent, determined, able, confident	9.0
Caring – demonstrates care and concern about people	8.7
Disciplined – having self-discipline	8.6
Innovative – creative, new ways of doing things	8.3
Team-oriented – able to work effectively as part of a team	8.2
Visionary – has a clear vision for the future, forward looking	8.1
Heritage – has strong heritage and traditions	6.9
Popular – number one, lots of people like them, a favorite among people	6.3

Constructing the Brand Architecture™

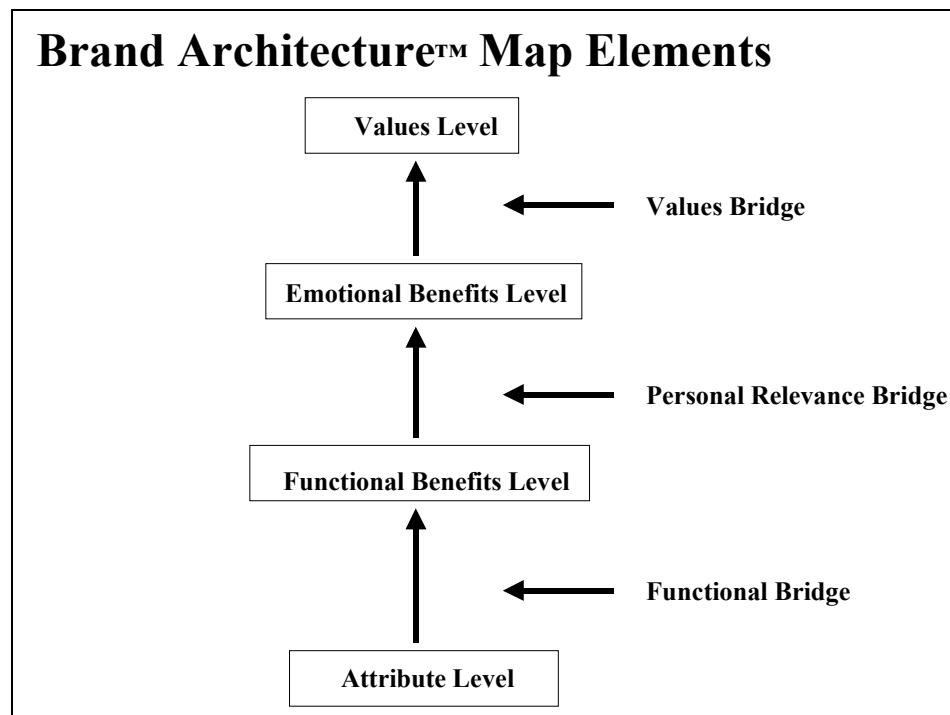
The next step in building the Brand Architecture™ was to “attach” the brand to the contextual framework by linking it with a positive pathway of benefits and emotions. This was accomplished by identifying the strongest connections between attributes, functional benefits, emotional benefits and values that respondents said were most important to them for the situation being studied. Finally, an overall “architecture” was constructed using the strongest identified connections.

Importance ratings for the attributes, functional benefits, emotional benefits and values were highly correlated. Consequently, the challenge was to determine the strongest links (highest correlation) between the most important elements or groups of elements. This was done in a three-step process:

- Step 1: Factor analysis was used to organize attributes, functional and emotional benefits, and values into groups of like items. This was done for all attributes, benefits, and values.
- Step 2: The most important element in each factor was determined based on mean importance scores. Three correlation matrices were created relating the most important attributes to the most important functional benefits (functional bridge), the most important product benefits to the most important emotional benefits (personal relevance bridge), and the most important emotional benefits to the most important values (values bridge).
- Step 3: The strongest linkages (highest correlations) were selected at the functional bridge, personal relevance bridge, and values bridge so all of the attribute factors, benefit factors, emotional benefit factors, and values factors to be linked together.

Figure 3 displays the elements of a Brand Architecture™ map.

Figure 3

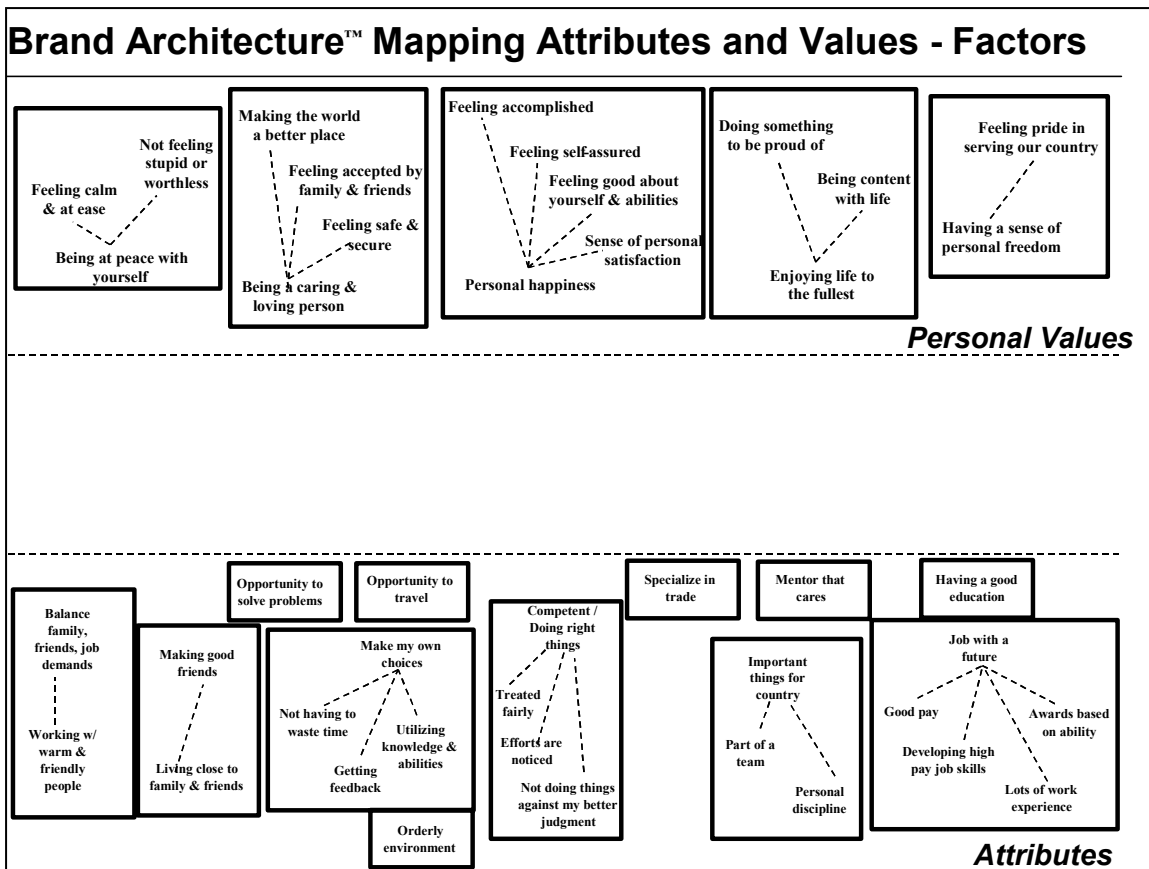


Factor analysis is a method that is used to determine the number of underlying dimensions contained in a set of observed variables and to identify the subset of variables that corresponds to each of the underlying dimensions. The underlying dimensions are referred to as continuous latent variables or factors. The observed variables are referred to as factor indicators.

The factoring algorithm used in developing the Brand Architecture™ was an exploratory principle components analysis (PCA). The PCA identified a list of possible factors and a scree plot of the eigen values was used to determine the best fit in terms of number of factors. The factoring algorithm was rotated with Varimax rotation to obtain factors with the greatest differentiation. Factors were later validated with confirmatory factor analysis and reliability measures. Items deemed poor measures of the latent construct or items deemed to measure more than one construct were removed to assure the factor indicators were as consistent as possible.

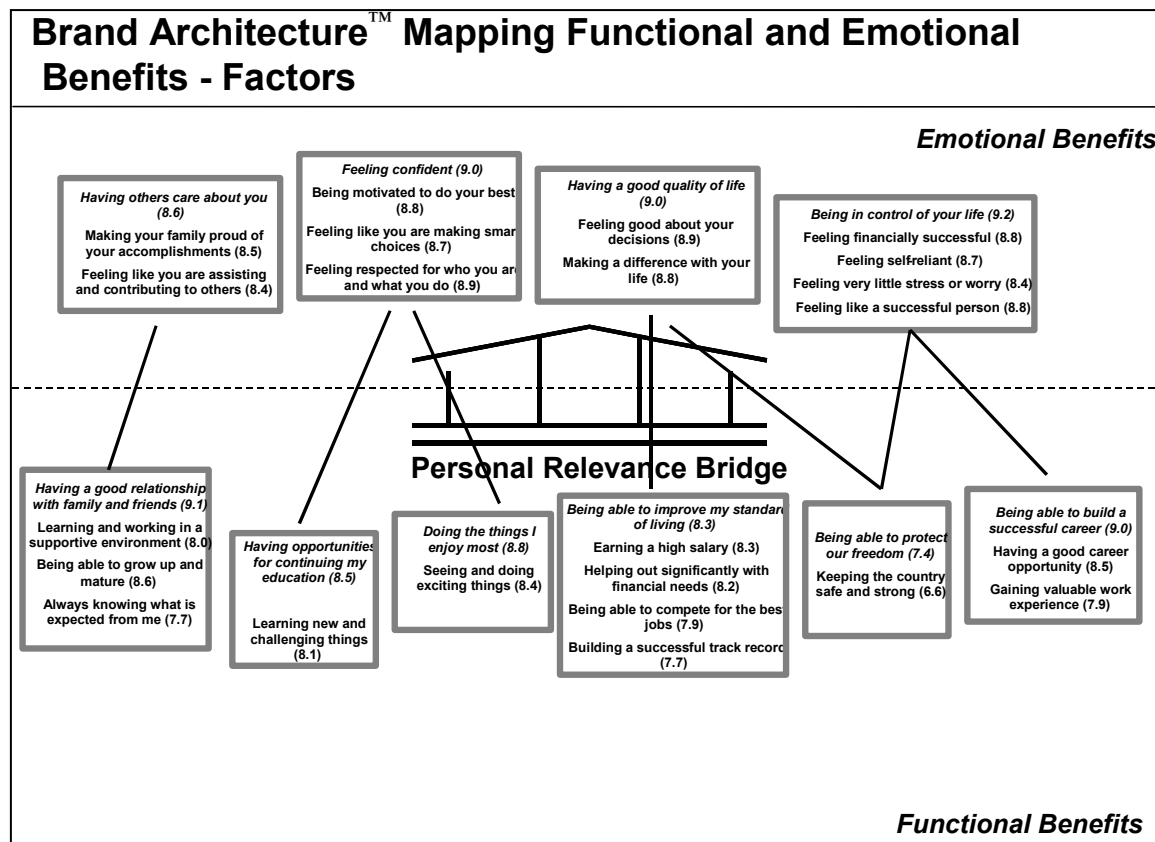
Factors for the attributes and values are illustrated in Figure 4. At the attribute level, some items did not group in a meaningful way with other factors and are shown separately. Within factors, items are shown as connected (dotted lines) to the most important item in the factor.

Figure 4



Factors for the functional and emotional benefits are similarly shown in Figure 5.¹² In addition, the seven primary connections between functional and emotional benefit determined from the correlation analysis described in step three are shown.

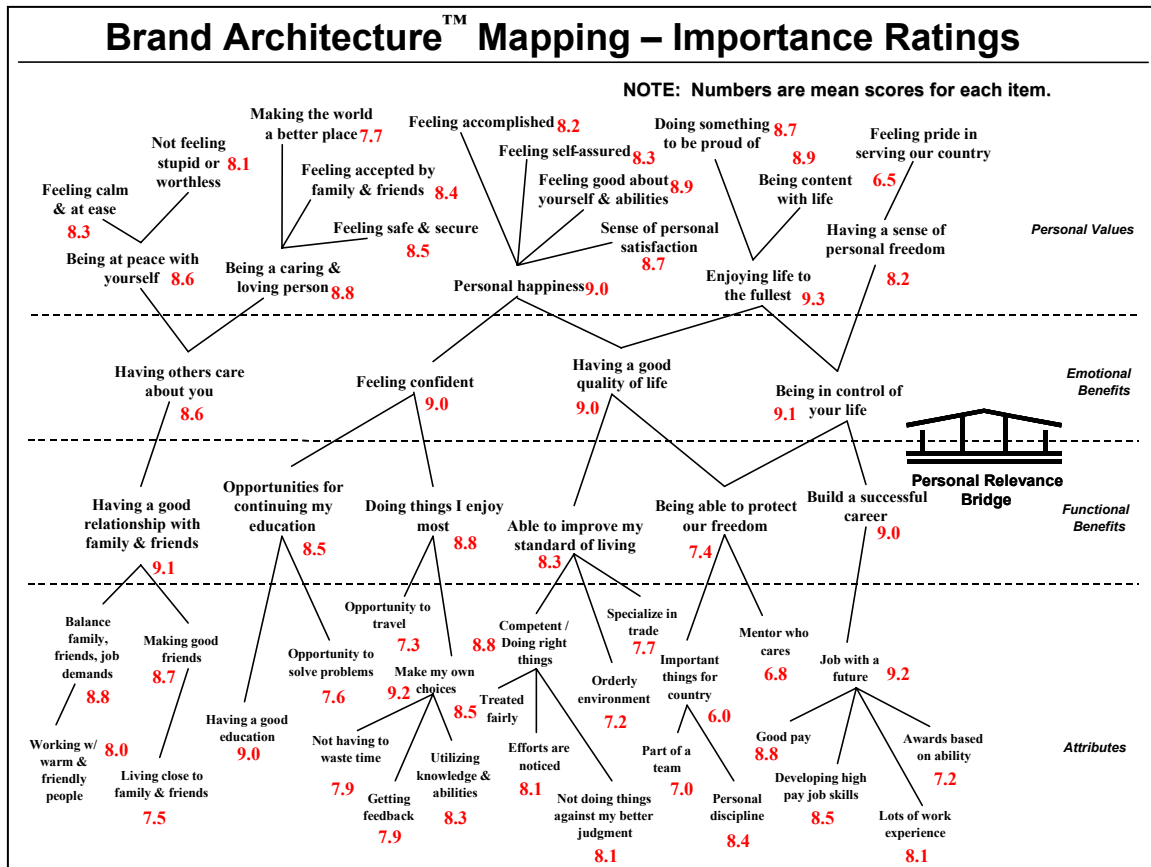
Figure 5



¹² Because only the mean score of the most important element in each bundle is shown in the complete map, the mean scores of all elements are shown in Figure 5.

The Brand Architecture Mapping, presented in Figure 6, illustrates how all of the various elements fit together. In addition, this mapping includes the importance scores for each element. The factor bundles at the attribute and values level are fully displayed. Only the most important item in the functional and emotional benefits levels is displayed.

Figure 6



Creating Orientations and Assigning Individuals to Them

Once the mapping was complete, a set of orientations (segments) could be determined and respondents could be assigned to a unique orientation. Each orientation was built around a unique personal relevance bridge. These bridges are important to the perceptual linkage of rational components of a decision to the emotional gains of the decision-maker. Developing orientations is a three-step process.

- Step 1: Each personal relevance bridge represents an orientation. In this architecture, there were seven.
- Step 2: To assign an individual to an orientation, Brand Architecture™ determined which personal relevance linkage was most important to the individual using an additive

index.¹³ The orientation with the highest additive index was considered to be the respondent's primary orientation.

Step 3: Orientations were then profiled according to key information (propensity), as well as activity, interest and lifestyle data obtained from the Brand Architecture™ questionnaire batteries that youth answered during the interview (discussed later in the detailed findings).

Youth Orientations

Seven primary orientations emerged from the process previously outlined. Each of the seven orientations will be discussed separately. The orientations are presented in order of the percentage of respondents who were propensity, highest to lowest, in that orientation.

¹³ Each respondent received an index score for each orientation by adding the respondent's importance ratings for the functional benefits to their importance ratings for the emotional benefits. To simplify the interpretation of index scores, they were normalized so that the average score equaled 100. Dividing each index score by the grand mean (the mean of all importance ratings at each level) and then multiplying by 100 did this. Consequently, an index score of 110 meant the strength of association between an orientation and a respondent was 10 percent above average, whereas an index score of 85 meant the strength of association between an orientation and a respondent was 15 percent below average.

If a tie occurred, the emotional benefit indicated to be the most important by the respondent was used to break the tie. The additive index defining the orientation with the most important emotional benefit was considered to be the respondent's primary pathway. A small percentage of respondents (between 4 to 10 percent) were not classified and were not assigned a primary orientation because they showed little, if any, discrimination, between each of the personal relevance bridges.

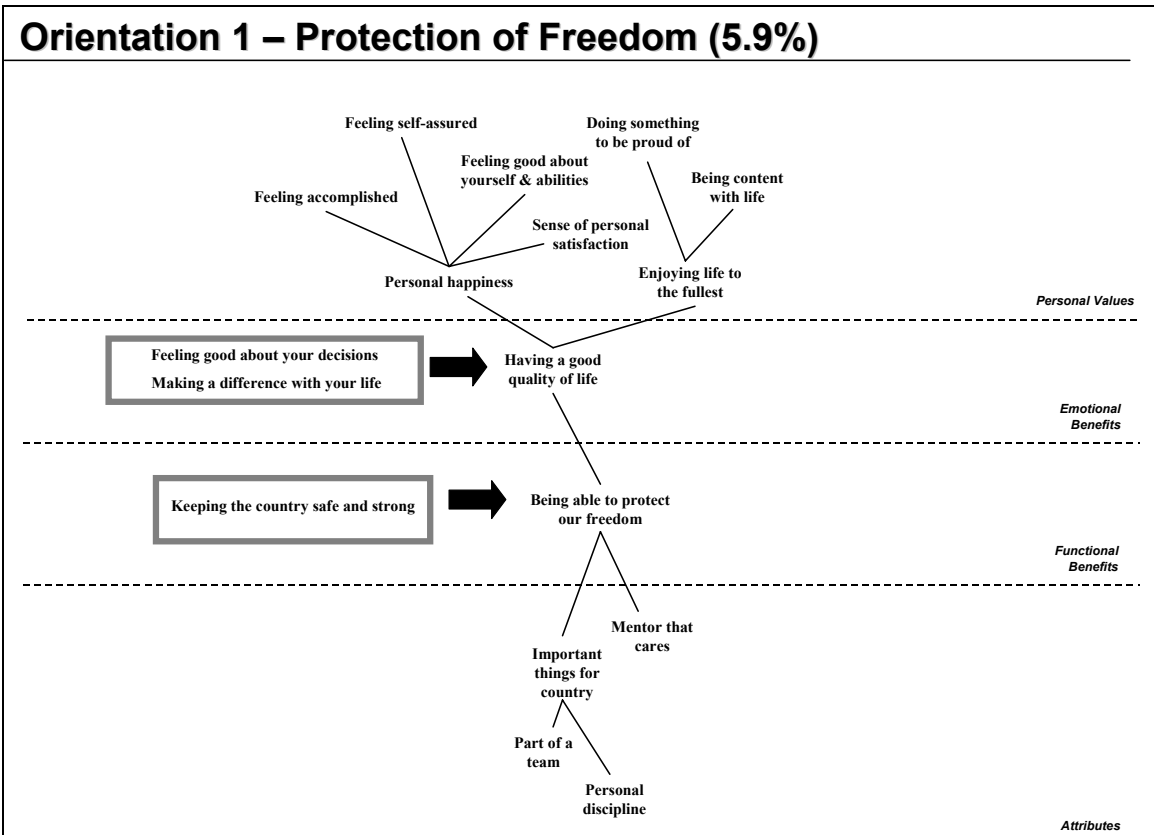
“Protection of Freedom” Orientation

The “Protection of Freedom” orientation represents 5.9 percent of the total sample. Youth classified into this orientation were the most propensed of the orientations: 36 percent of the respondents said they definitely or probably would serve in the military. The Service of choice for this orientation was the Air Force. The next Services of choice were the Navy, Army, and Marine Corps.

These respondents indicated they enjoyed reading for pleasure and doing volunteer work. They would like to learn scientific ways to help protect the environment, conduct a training course, and argue in favor of a new tax law. Occupations of interest included author, environmental research worker, science laboratory assistant, scientist and teacher. This orientation displayed conservative characteristics (careful not to dress in a provocative way, honest in the way they deal with people) and they indicated they have “normal” relationships with their parents. They were the most patriotic: having a strong respect for the United States, feeling good when they see the American flag flying and having an extreme love for their country.

Figure 7 shows the attributes, benefits and values that are important to individuals in this orientation. The items in the boxes are the items included in the factor.

Figure 7



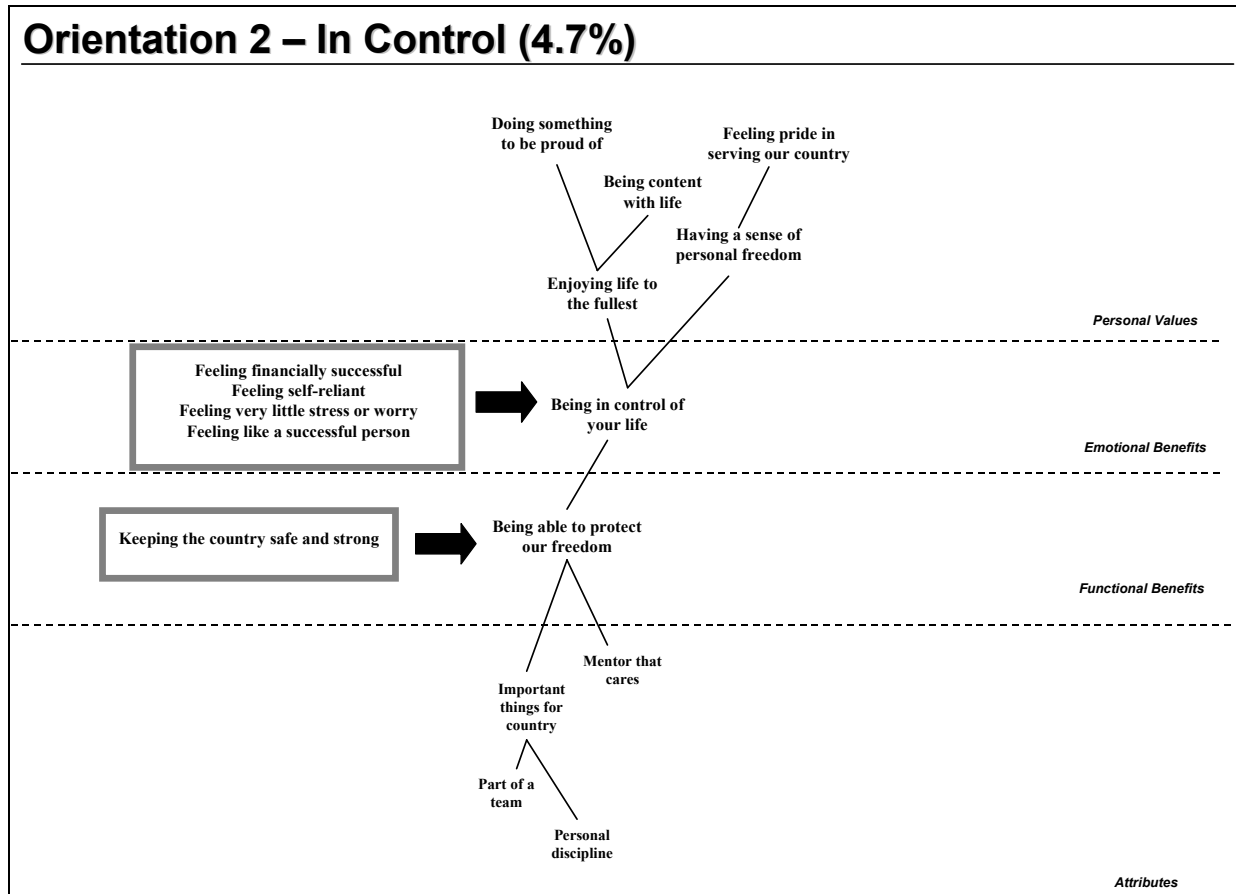
“In Control” Orientation

This was very similar to the “Protection of Freedom” orientation. Twenty-six percent of the respondents in this orientation were propensed. The Service of choice for this orientation was the Air Force. The second Service of choice was the Navy. This orientation had the highest proportion of males; 81 percent of the orientation were male, 19 percent of the orientation were female. Company spokesperson and mayor were the occupations of choice for this orientation.

This orientation indicated they craved excitement. They said they enjoyed taking risks and also enjoyed new and exciting experiences. They were likely to agree with the statement “life with no danger in it would be dull for me.”

Figure 8 shows the attributes, benefits and values that are important to individuals in this orientation. The items in the boxes are the items included in the factor.

Figure 8



“Educational Opportunities” Orientation

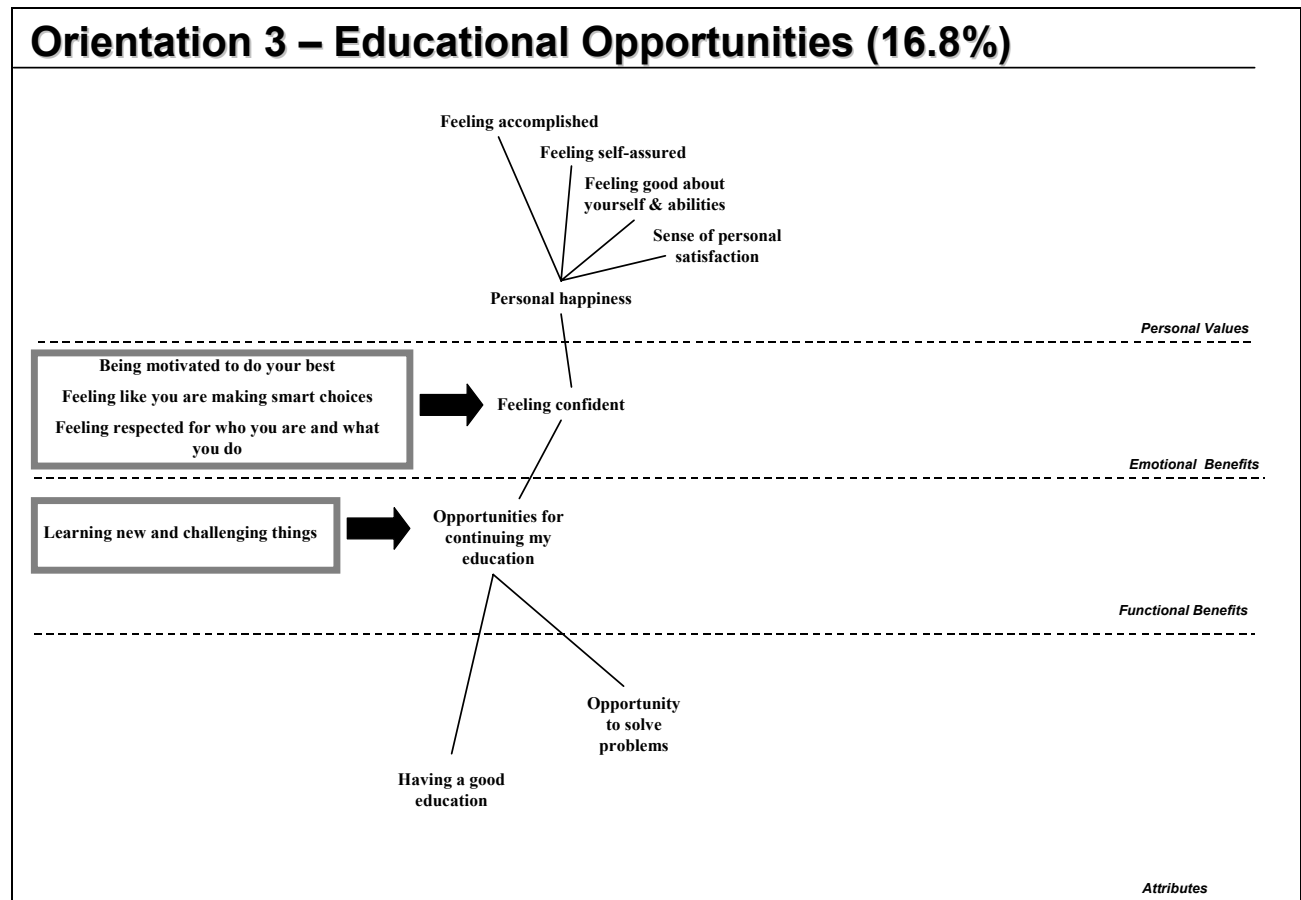
The “Educational Opportunities” orientation made up 16.8 percent of the sample. Twenty-six percent of respondents in this orientation were propensed. The Air Force was the Service-of choice for this orientation. The second Service of choice was the Marine Corps. Of all orientations, this orientation performed the best at school, with over half of respondents indicating getting As and Bs.

In high school, youth in this orientation said they participated in church groups and organized team sports and school clubs like debate, math, chess, and language. Respondents were likely to have done volunteer work recently and to have attended religious functions. Occupations of interest to this orientation included computer scientist, computer repairer, and scientist.

Those in this orientation enjoyed new and exciting experiences, even if they were a little frightening or unusual. This orientation was also among the most religious; 41 percent said they were either extremely religious or very religious.

Figure 9 shows the attributes, benefits and values that are important to individuals in this orientation. The items in the boxes are the items included in the factor.

Figure 9



“Better Standard of Living” Orientation

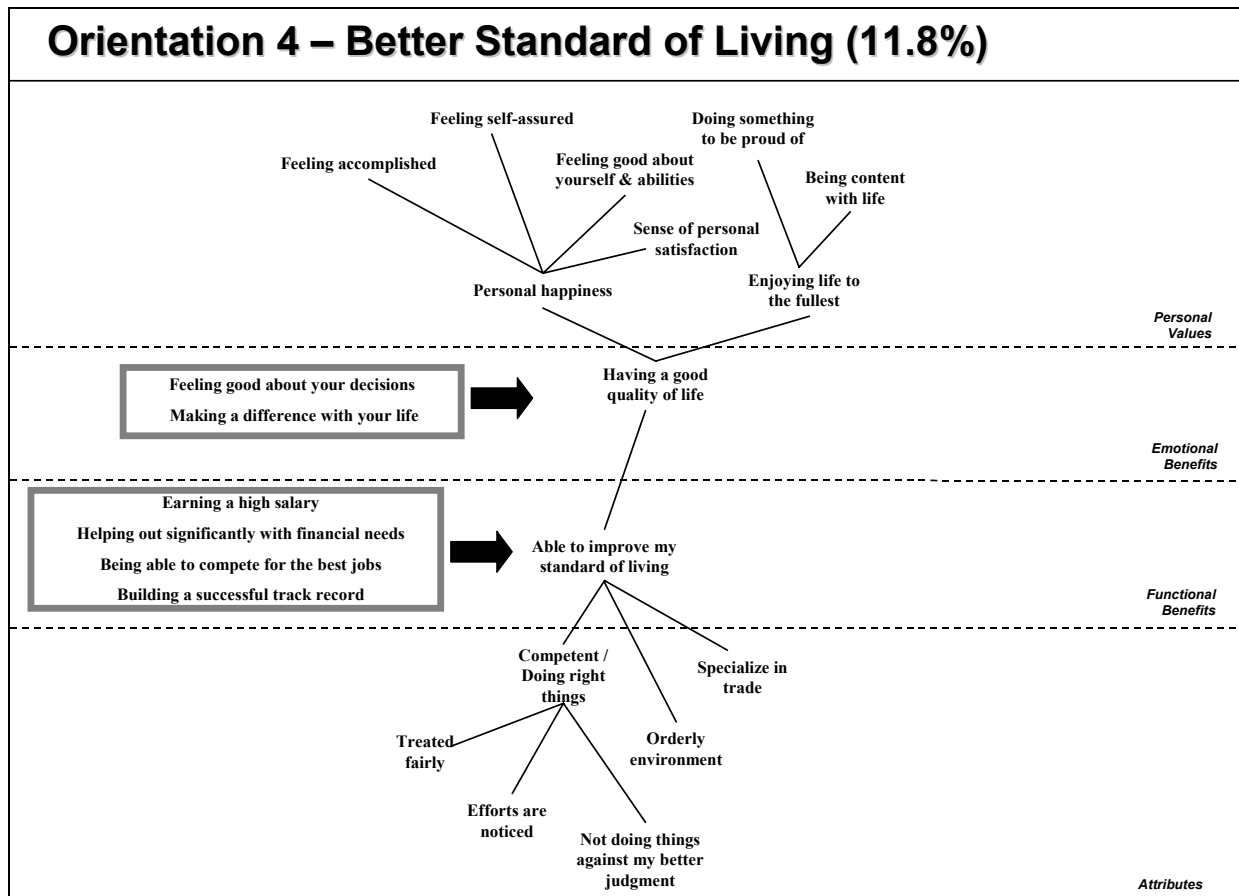
The “Better Standard of Living” orientation made up 11.8 percent of the sample. Twenty-six percent of respondents in this orientation were propensed. Of all the orientations, this orientation had the lowest performance in school, with 34% getting mostly As and Bs or higher. The Service of choice for this orientation was the Coast Guard. The second Service of choice was the Marine Corps. A high proportion of respondents in this orientation were male (77%).

Activities that these respondents enjoyed in high school included Little League or youth baseball and organized team sports. Respondents indicated they would like more training or education to identify new business opportunities and start their own business. The occupation of choice for this orientation was accountant.

Respondents in this orientation said the people around them easily influenced them. Respondents also said they were not very religious (26% say they were not very religious, 2% say they were not at all religious).

Figure 10 shows the attributes, benefits and values that are important to individuals in this orientation. The items in the boxes are the items included in the factor.

Figure 10



“Family” Orientation

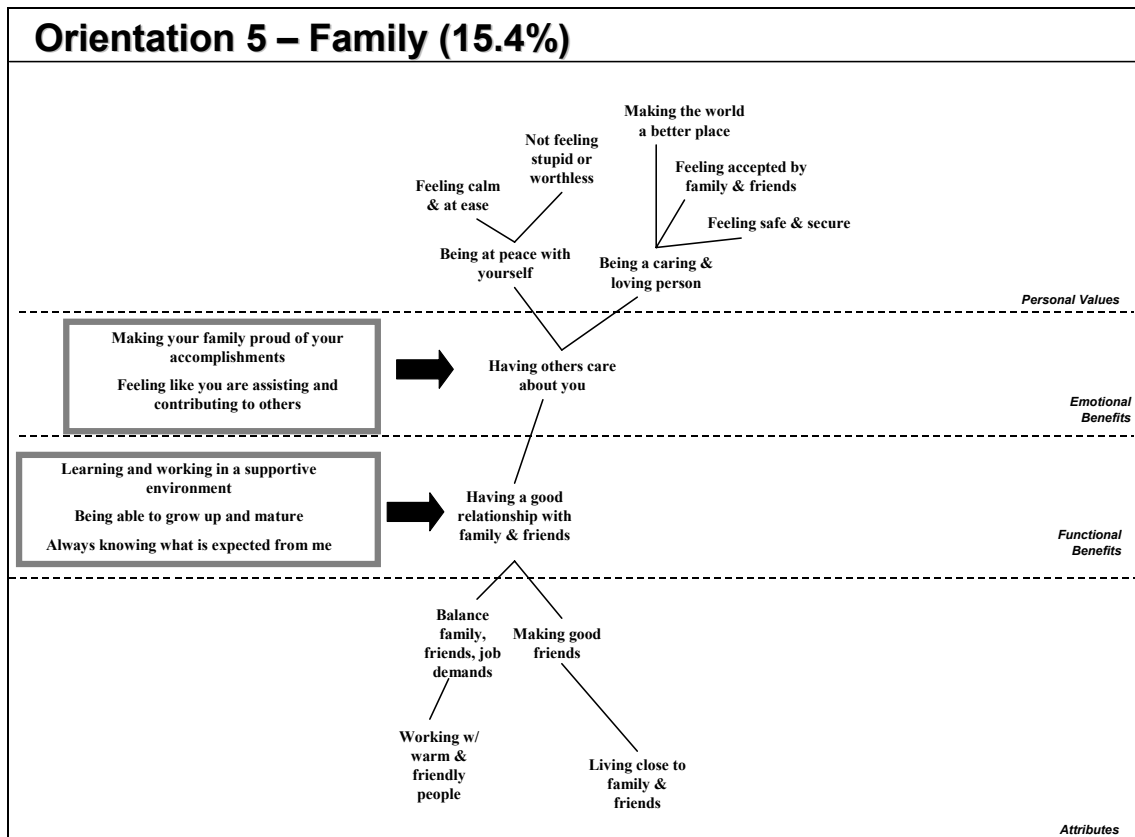
The “Family” orientation made up 15.4 percent of the sample. Twenty-three percent of respondents in this orientation were propensed. The Service of choice for this orientation was the Army. The second Service of choice for this orientation was the Navy. Fifty-eight percent of this orientation were male, 42 percent were female. Respondents in this orientation indicated they performed well at school, with 23 percent indicating they earned mostly As.

While in high school, activities respondents in this orientation participated in included church groups, organized team sports, and music and drama groups, such as band, chorus, thespians, arts and cheerleading. Activities participated in by these respondents in the week prior to the research included: reading books for pleasure, going to sports events, going to a library or museum and caring for or playing with children.

Respondents in this orientation indicated they would like more education or training in: writing creatively, leading a support group, starting their own business, and reading music. They also indicated they have close and dependent relationships with their parents. They were much more likely than the other orientations to go to their parents for advice. They were trusting and loyal and were among the most religious of orientations.

Figure 11 shows the attributes, benefits and values that are important to individuals in this orientation. The items in the boxes are the items included in the factor.

Figure 11



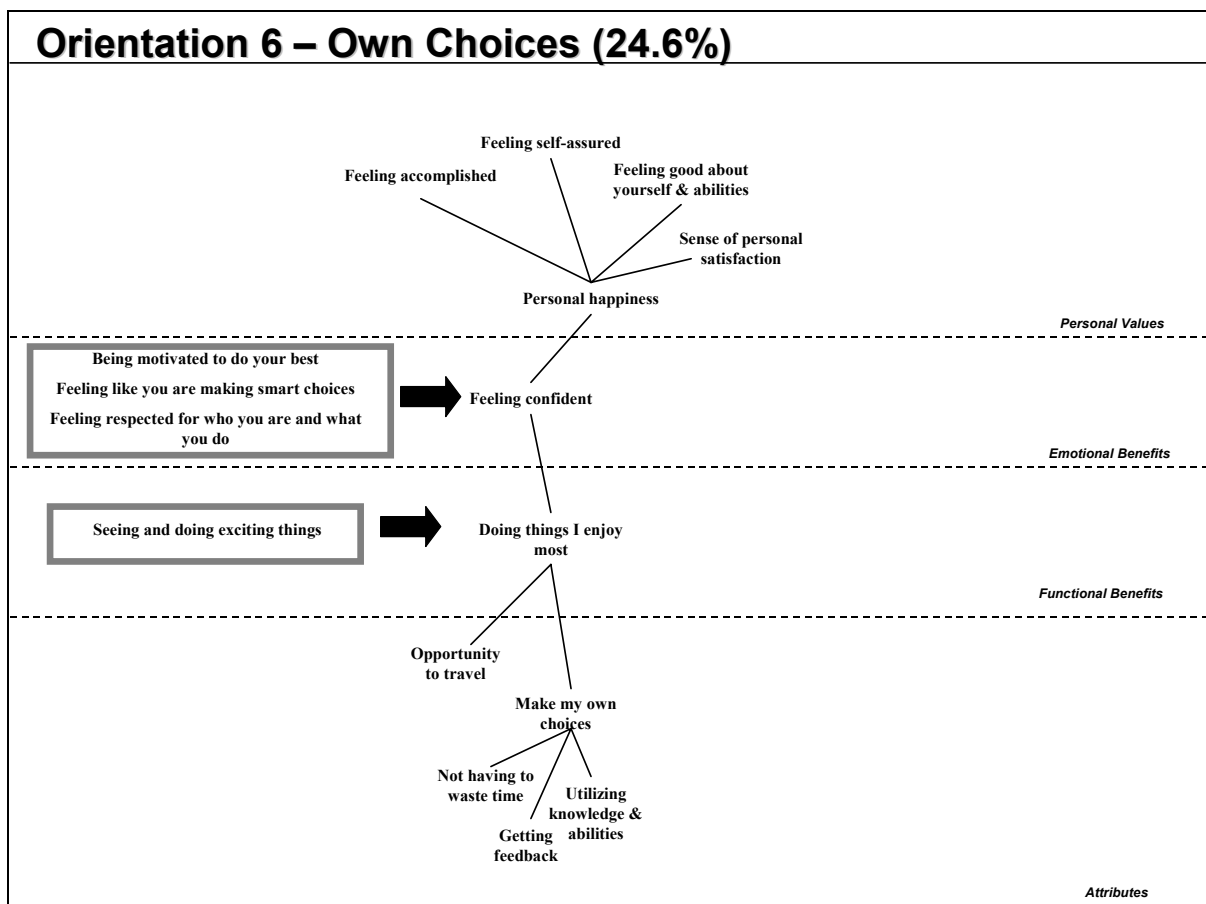
“Own Choices” Orientation

The “Own Choices” orientation made up 24.6 percent of the sample—the largest of the seven orientations. Nineteen percent of respondents in this orientation were propensed. The Air Force was the Service of choice for this orientation. The second Service of choice for this orientation was the Navy.

Respondents in this orientation were likely to agree with the statement “life with no danger would be dull.” Respondents enjoyed “cruising” in a car and spending time with friends, as well as working on a car or motorcycle. Individuals in this orientation described themselves as “craving excitement” and were among the least religious of the seven orientations (28% said they were not very religious and 12% said they were not at all religious).

Figure 12 shows the attributes, benefits and values that are important to individuals in this orientation. The items in the boxes are the items included in the factor.

Figure 12



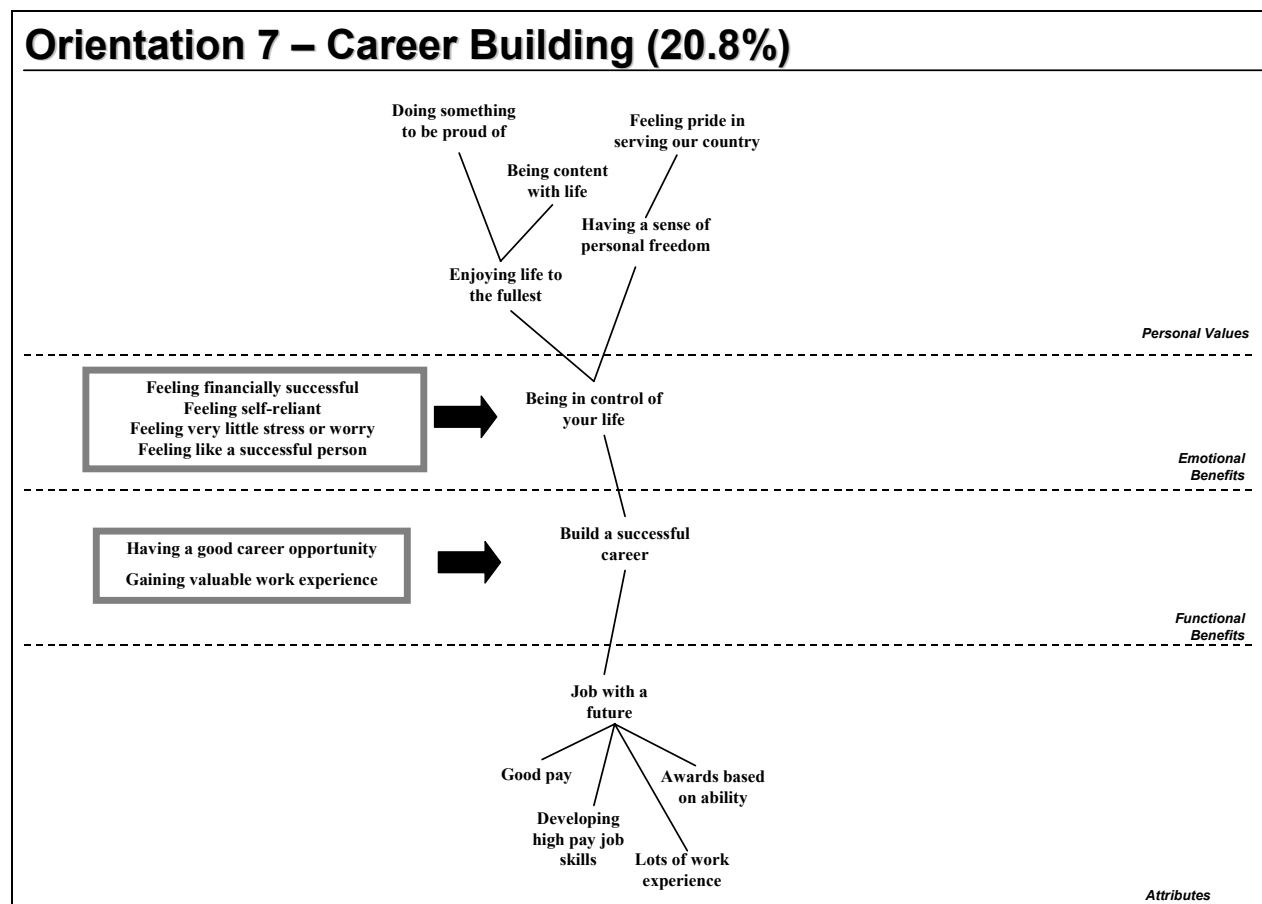
“Career Building” Orientation

The “Career Building” orientation contained 20.8 percent of the sample. Seventeen percent of respondents in this orientation were propensed—the least propensed of the seven orientations. The Coast Guard was the Service of choice for this orientation. The second Service of choice was the Army.

Occupations of interest to this orientation included accountant and word processing operator. Respondents indicated they would enjoy further training or education in scriptwriting, starting their own business, and maintaining a computer database. Respondents in this orientation enjoyed taking risks and having new and exciting experiences, even if they were a little frightening or unusual. This was the least religious of all orientations.

Figure 13 shows the attributes, benefits and values that are important to individuals in this orientation. The items in the boxes are the items included in the factor.

Figure 13



The seven orientations provide alternative communication strategies to persuade youth that the choice of military is a good choice to help them become the person they aspire to be.

In reviewing the profiles, it is important to keep a number of things in mind:

- While the “Protection of Freedom” orientation was most salient with propensed youth, all of the orientations provided communication opportunities. The key is to use the orientation maps to make military service more relevant to youth and communicate not only rational, but also emotional reasons for the military service choice.
- The profiles of the segments in each orientation may provide communications targeting opportunities. For example, the fact that youth in the “Protection of Freedom” segment enjoyed volunteer work, may allow for sponsorship of communication programs specifically designed to reach youth in volunteer activities. Among this group, the “Protection of Freedom” message may be more effective as a recruiting theme.

Description of Attributes, Benefits, and Leadership Traits by Post-High School Choice

To identify how rational and emotional elements differentiated between choices of entering the military and other alternatives after high school, especially four-year college and a full-time job, respondents evaluated the same set of attributes, functional benefits, emotional benefits and leadership traits used in the importance exercise.¹⁴ Respondents were asked to consider each of three choices after high school (military, four-year college, and a full-time job) and how well each strategic attribute, functional benefit, emotional benefit and leadership trait described that choice.

For all batteries, a 10-point scale was used where one meant “does not describe going/entering that choice in the years following high school at all” and 10 meant “describes going/entering that choice in the years following high school perfectly.” It is important to note that these batteries were asked of all respondents.

Ratings of Attributes by Post-High School Choice

Table 7 displays the mean scores for each of the attributes by post-high school choice. The table is sorted by the mean scores for the military.

“Developing personal discipline” and “being part of a team” were the two attributes respondents felt best described the entering the military after high school. “Living close to family and friends” and “working with people that are warm and friendly” were the two least descriptive attributes.

¹⁴ Brand Architecture™ does not evaluate “performance” of brands in terms of values. From our experience, values judgments are difficult to make and often are not accurate in this type of research. The values have been discovered in the VISTA™ research and their importance confirmed in the Brand Architecture™ research. A logical connection can be implied between emotional benefits and values.

Table 7

RATINGS OF ATTRIBUTES BY POST-HIGH SCHOOL CHOICE (Mean)			
Item	Military	Four-Year College	Full-Time Job
Developing personal discipline	9.0	8.2	7.7
Being part of a team	8.8	7.0	7.7
Being in an orderly, structured environment	8.7	7.4	7.8
Having the opportunity to travel	8.5	6.5	5.9
Doing important things for the country	8.5	5.7	5.0
Performing tasks that use my knowledge and abilities	8.3	8.3	7.7
Having opportunities to solve problems	8.2	8.0	7.3
Being able to specialize in an interesting trade or field	8.1	8.5	7.4
Having a job with a future	8.0	8.7	7.6
Getting feedback on whether I am performing well or poorly	8.0	8.1	7.7
Being competent and doing the right things	7.9	7.9	7.6
Having a lot of work experience	7.7	7.4	8.0
Having a good education	7.6	9.2	6.9
Receiving good pay and benefits	7.6	7.7	7.7
Knowing that my efforts are being noticed	7.6	7.5	7.4
Making and having good friends	7.5	8.2	7.5
Not doing things against my better judgment	7.5	7.4	7.3
Developing high-paying job skills	7.4	8.5	7.5
Knowing that I am being treated fairly and equally	7.4	7.7	7.4
Having a mentor that cares to develop my potential	7.0	7.4	6.2
Having monetary rewards based on ability and effort	7.0	6.8	7.2
Not having to waste my time on unnecessary activities	7.0	7.1	6.7
Being able to balance the demands of family, friends, and job	6.0	7.8	7.8
Being able to make my own choices	6.0	8.8	7.9
Working with people that are warm and friendly	5.6	7.3	7.4
Living close to family and friends	4.4	5.8	7.7

Ratings of Functional Benefits by Post-High School Choice

Table 8 displays the mean scores for each of the functional benefits by post-high school choice. The table is sorted by the mean scores for the military.

“Being able to grow up and mature” and “being able to protect our freedom” were the two functional benefits respondents felt best described entering the military after high school. “Doing the things that I enjoy most” and “having good relationships with family and friends” were the two least descriptive functional benefits of military service.

Table 8

RATINGS OF FUNCTIONAL BENEFITS BY POST-HIGH SCHOOL CHOICE			
(Mean)			
Item	Military	Four-Year College	Full-Time Job
Being able to grow up and mature	8.6	8.6	8.0
Being able to protect our freedom	8.6	5.4	4.6
Learning new and challenging things	8.5	8.6	7.1
Keeping the country safe and strong	8.5	5.0	4.5
Seeing and doing exciting things	8.3	7.6	6.3
Always knowing what is expected of me	8.2	7.4	7.5
Gaining valuable work experience	7.9	7.3	7.9
Having opportunities for continuing my education	7.8	9.1	6.0
Being able to build a successful career	7.7	8.9	7.5
Having good career opportunities	7.6	8.5	7.3
Building a successful track record	7.6	7.7	7.1
Being able to improve my standard of living	7.5	8.0	7.1
Helping out significantly with my financial needs	7.4	7.5	7.7
Learning and working in a supportive environment	7.4	8.0	7.5
Earning a high salary	7.1	7.8	7.5
Being able to compete for the best jobs	6.9	8.1	6.7
Having good relationships with family and friends	6.4	7.8	7.5
Doing the things that I enjoy most	6.3	7.8	6.7

Ratings of Emotional Benefits by Post-High School Choice

Table 9 displays the mean scores for each of the emotional benefits by post-high school choice. The table is sorted by the mean scores for the military.

“Making a difference with your life,” “being motivated to do your best” and “feeling confident” were the three emotional benefits respondents felt best described entering the military after high school. “Feeling very little stress or worry” and “having others care about you” were the two least descriptive emotional benefits of military service.

Table 9

RATINGS OF EMOTIONAL BENEFITS BY POST-HIGH SCHOOL CHOICE			
Item	Military	Four-Year College	Full-Time Job
Making a difference with your life	8.4	8.9	7.4
Being motivated to do your best	8.4	8.6	7.5
Feeling confident	8.4	8.7	7.7
Feeling like you are assisting and contributing to others	8.3	7.8	7.2
Feeling self-reliant	8.3	8.7	7.9
Feeling respected for who you are and what you do	8.2	8.4	7.3
Making your family proud of your accomplishments	8.0	8.6	7.2
Feeling like you are making smart choices	7.9	8.6	7.4
Feeling like a successful person	7.9	8.9	7.6
Having a good quality of life	7.7	8.5	7.4
Feeling good about your decisions	7.7	8.5	7.3
Being in control of your life	7.5	8.7	7.9
Feeling financially successful	7.3	8.2	7.6
Having others care about you	7.2	7.6	7.3
Feeling very little stress or worry	6.6	7.0	6.3

Ratings of Leadership Traits by Post-High School Choice

Table 10 displays the mean scores for each of the leadership traits by post-high school choice. The table is sorted by the mean scores for the military.

“Disciplined - having self-discipline,” “Team-oriented - able to work effectively as part of a team” and “effective - able to get things done, can deliver on promised” were the three leadership traits respondents felt best described entering the military after high school. “Popular – number one, lots of people like them, a favorite among people” and “heritage – has strong heritage and traditions” were the two least descriptive leadership traits of military service.

Table 10

RATINGS OF LEADERSHIP TRAITS BY POST-HIGH SCHOOL CHOICE (Mean Score on a 10-Point Scale)			
Item	Military	Four-Year College	Full-Time Job
Disciplined – having self-discipline	9.2	8.2	7.6
Team-oriented – able to work effectively as part of a team	9.1	7.7	7.9
Effective – able to get things done, can deliver on promises	8.7	8.5	7.9
Self-Reliant – independent, determined, able, confident	8.6	8.6	8.1
Trustworthy – honest in dealings, can rely on them	8.5	7.5	7.6
Visionary – has a clear vision for the future, forward looking	7.6	8.3	6.9
Innovative – creative, new ways of doing things	7.5	8.3	7.3
Caring – demonstrates care and concern about people	7.0	7.2	7.2
Heritage – has strong heritage and traditions	6.8	6.2	5.5
Popular – number one, lots of people like them, a favorite among people	5.6	6.5	5.8

A number of observations can be made about the previous tables:

- At every communication level, there were elements for which the positive perceptions of military service were much higher than a four-year college or full-time job, but there were fewer at the emotional level than the functional level. With the orientations previously described, these items can be a guide to the most effective recruiting communications.
- On all but a few items, positive perceptions of military service and four-year college dominate perceptions of a full-time job.

Using Perceptual Maps to Identify Associations Between Post-High School Choices and Equities of Those Choices

Perceptual maps are tools that can be used to further characterize the way recruit-age youth view the military relative to the competition (four-year college and a full-time job). The critical elements of each perceptual map are the dimensions (attributes, functional benefits, emotional benefits, and leadership traits) and the location of the competitive set along those dimensions.

The following maps were created using Discriminant Analysis. The length of the arrows for each attribute indicates how well the dimension discriminates between the competitive options. The longer the arrow, the better the attribute discriminates. Shorter attribute lines have less impact on defining the perceptual map space. The shorter the attribute line, the less discrimination exists among post-high school choices on that attribute. Perpendiculars drawn from the center of the markers for each competitive option to the arrow for the dimension of interest indicate how well the option scored on that item relative to the other options. Items that were not significant are not shown on the perceptual maps.

While the perceptual maps help provide a visual understanding of those items more strongly associated with the post-high school options, many items were not very differentiating or common to options. These represented a communication “battlefield.” So, while effective communications must reinforce core beliefs about the military, they also must work to persuade using elements that are not firmly in the camp of other alternatives.

Figure 14 shows attributes and how well they discriminated between the military and each of the competitive options. “Doing important things for country,” “travel,” “developing discipline,” “structured environment,” and “being part of a team” were all items that set the military apart from the competition. “Make own choices,” “full-time job skills,” and “good education” were attributes that aligned with a four-year college. “Close to family/friends” was an attribute that aligned with a full-time job.

Figure 14

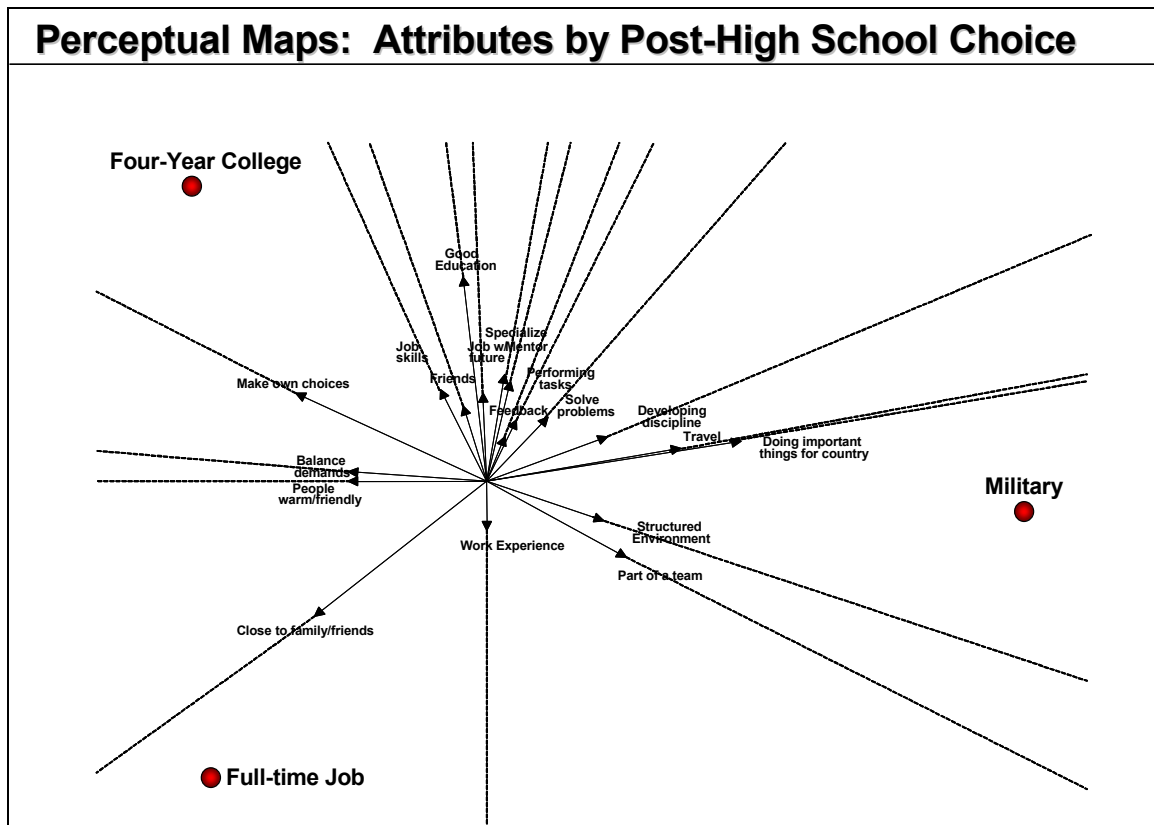


Figure 15 shows functional benefits and how well they discriminated between the military and each of the competitive options. “Exciting,” “protect freedom” and “keep country safe” were all items that set the military apart from the competition. “Continue my education,” “career opportunities,” and “compete for jobs” were functional benefits that aligned with a four-year college. “High salary,” and “work experience” were functional benefits that aligned with a full-time job.

Figure 15

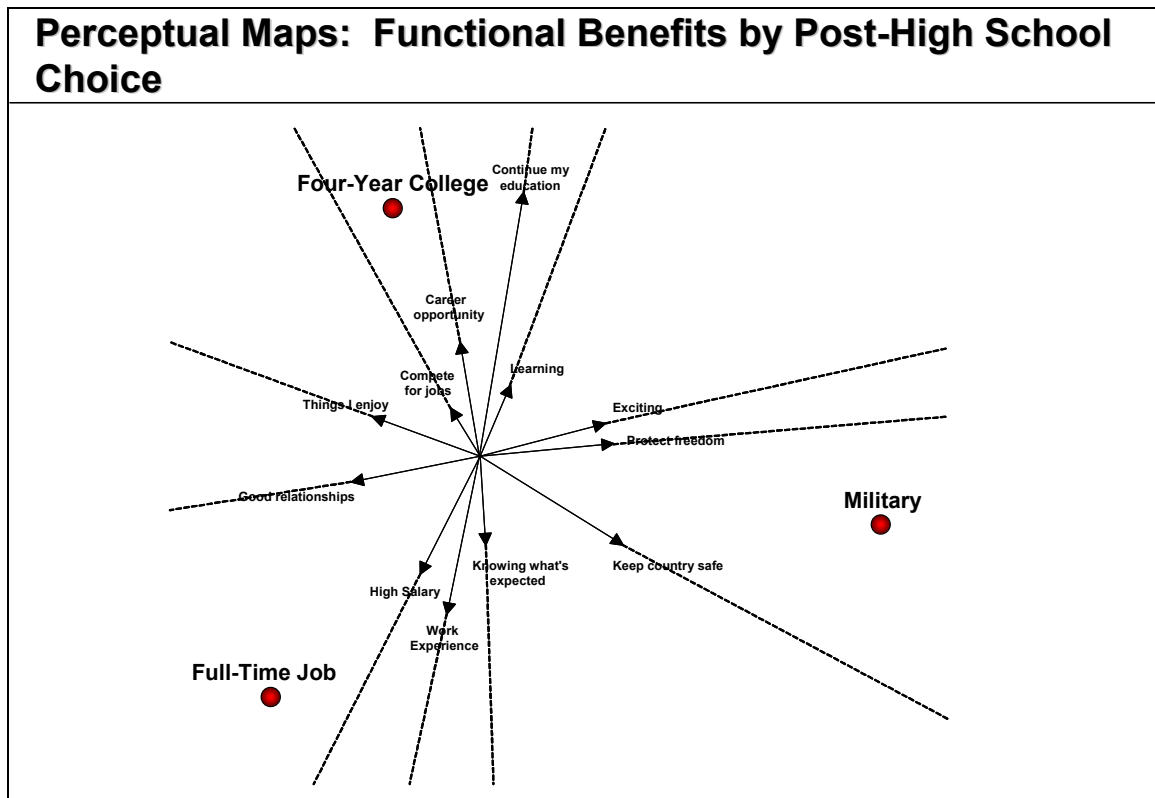


Figure 16 shows emotional benefits and how well they discriminated between the military and each of the competitive options. “Respected,” “assisting/contributing,” “confident,” “motivated,” and “little stress” were all items that set the military apart from the competition. “Feeling successful” and “smart choices” were emotional benefits that aligned with a four-year school. “Financially successful” and “others care about me” were emotional benefits that aligned with a full-time job.

Figure 16

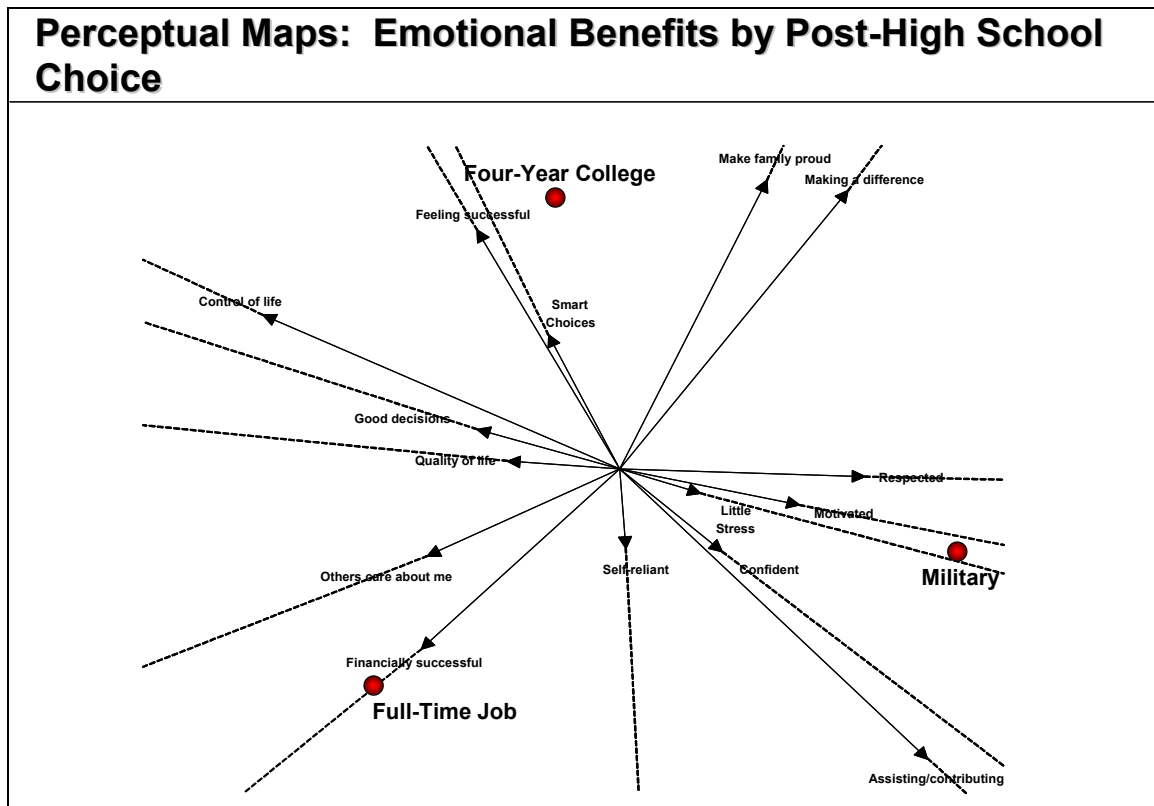
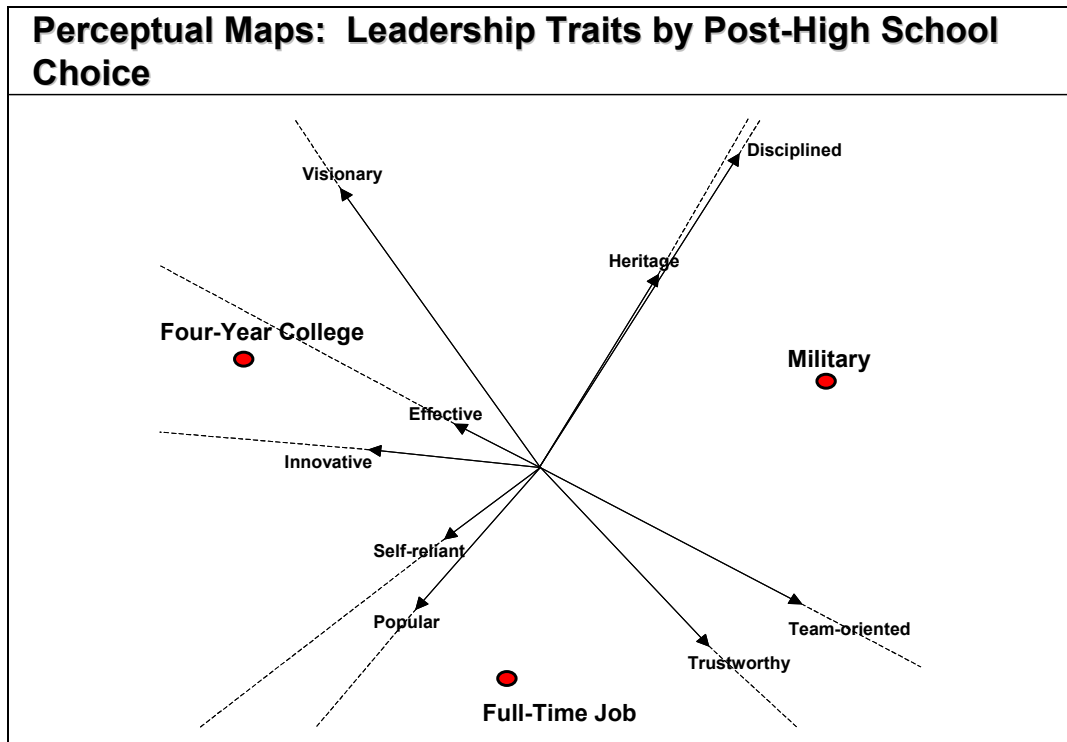


Figure 17 shows leadership traits and how well they discriminated between the military and each of the competitive options. “Heritage” and “discipline” were items that set the military apart from the competition. “Visionary,” “effective,” and “innovative” were leadership traits that aligned with a four-year school. “Popular,” “trustworthy,” and “self-reliant” were leadership traits that aligned with a full-time job.

Figure 17



Gap Analysis

Another way to look at how strategic attributes, functional and emotional benefits compared across different choices after high school is through a gap analysis. For each strategic item the descriptive mean score of that item when describing a competing post-high school choice was subtracted from the descriptive mean score for the military (these numbers are shown in parentheses). Following is an example of this approach.

	MILITARY COLLEGE		JOB	MILITARY VS. COLLEGE	MILITARY VS. FULL TIME JOB
Being able to protect our freedom	9.15	5.96	5.77	(3.19)	(3.38)
Being part of a team	9.34	6.85	7.72	(2.49)	(1.62)

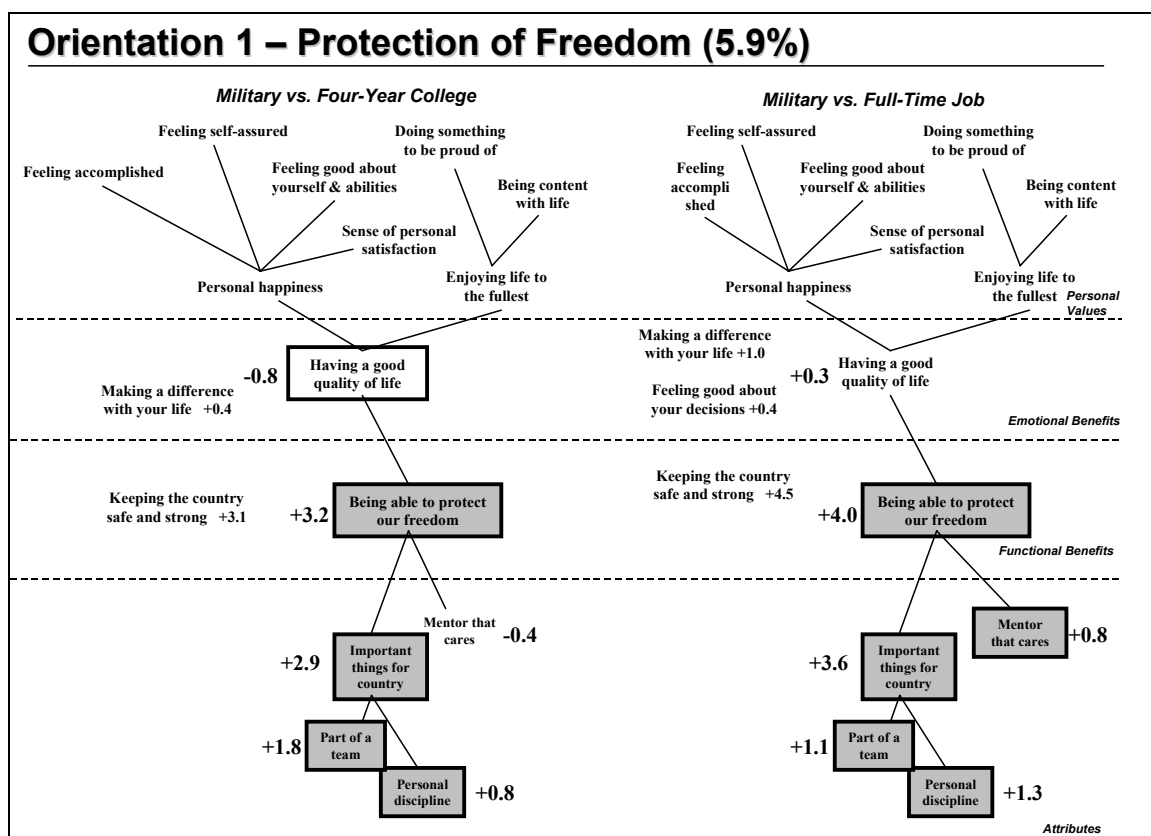
This approach shed additional light on the competitive advantages the military enjoys as well as the disadvantages it had when compared to the competition. These comparisons were made across the entire sample, not just the segments assigned to an orientation. Most advantages emerged in the first three orientations.

“Protection of Freedom” Orientation

The military has many competitive advantages versus both competing post-high school options within this orientation. “Personal discipline” (+0.8), “part of a team” (+1.8), “doing important things for the country” (+2.9) and “being able to protect our freedom” (+3.2) were all measurably significant advantages for the military when compared to four-year college. “Having a good quality of life” (-0.8) was an item that was a competitive disadvantage for the military when compared to four-year college. But, an element of this factor, “making a difference with your life” was a strong equity of military service, even when compared to four-year college and a full-time job. At an emotional level, communications should focus on “making a difference with your life” and not the more general notion of having “good quality of life.”

“Personal discipline” (+1.3), “part of a team” (+1.1), “doing important things for country” (+3.6), “having a mentor who cares” (+0.8), and “being able to protect our freedom” (+4.0) were all measurably significant advantages for the military when compared to a full-time job. These differences are shown in Figure 16 (significant positive differences are shaded in gray).

Figure 18

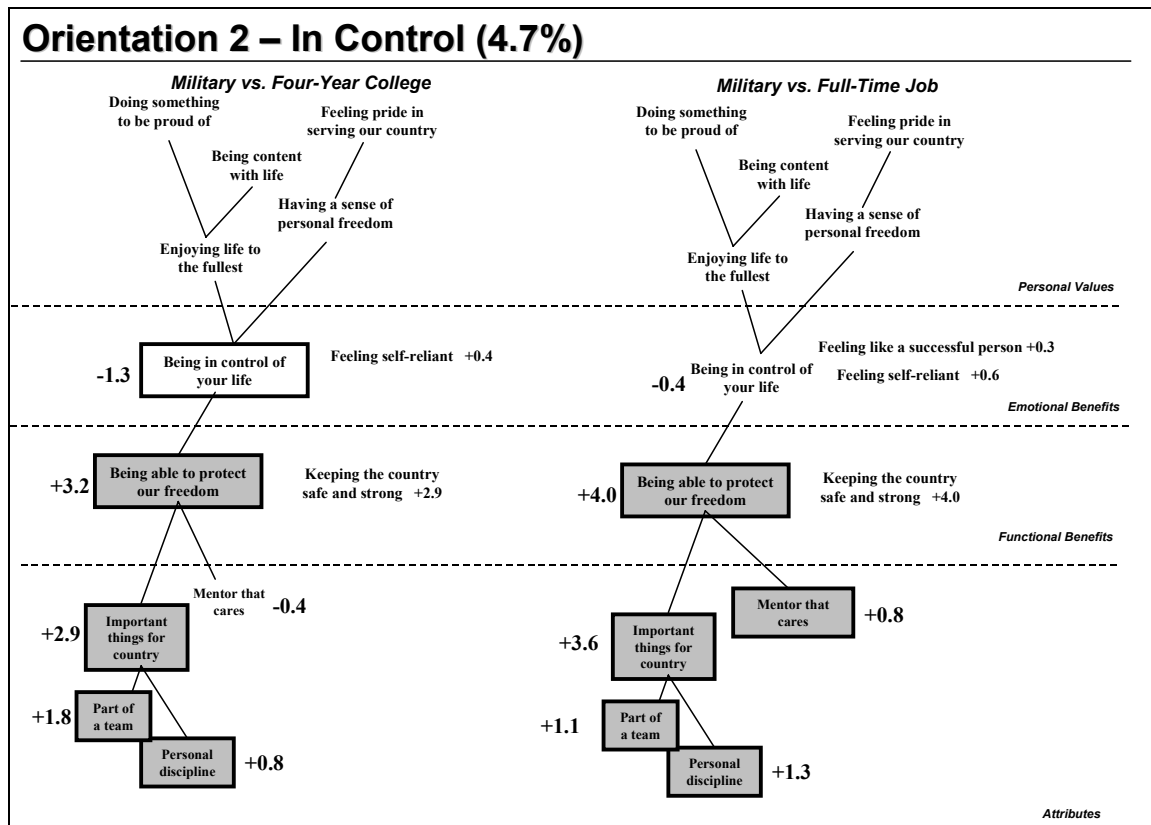


“In Control” Orientation

Again, the military enjoyed many competitive advantages versus both options within this orientation. “Personal discipline” (+0.8), “part of a team” (+1.8), “important things for country” (+2.9), and “being able to protect our freedom” (+3.2) were all measurably significant advantages for the military when compared to four-year college. “Being in control of your life” (-1.3) was an item that was a competitive disadvantage for the military when compared to four-year college. But, an element of this factor, “feeling self-reliant” was a strong equity of military service, even when compared to four-year college as well as to a full-time job.

“Personal discipline” (+1.3), “being part of a team” (+1.1), “doing important things for the country” (+3.6), “having a mentor that cares” (+0.8), “being able to protect our freedom” (+4.0), and “feeling like a successful person” (+0.3) were all competitive advantages for the military when compared to a full-time job.

Figure 19

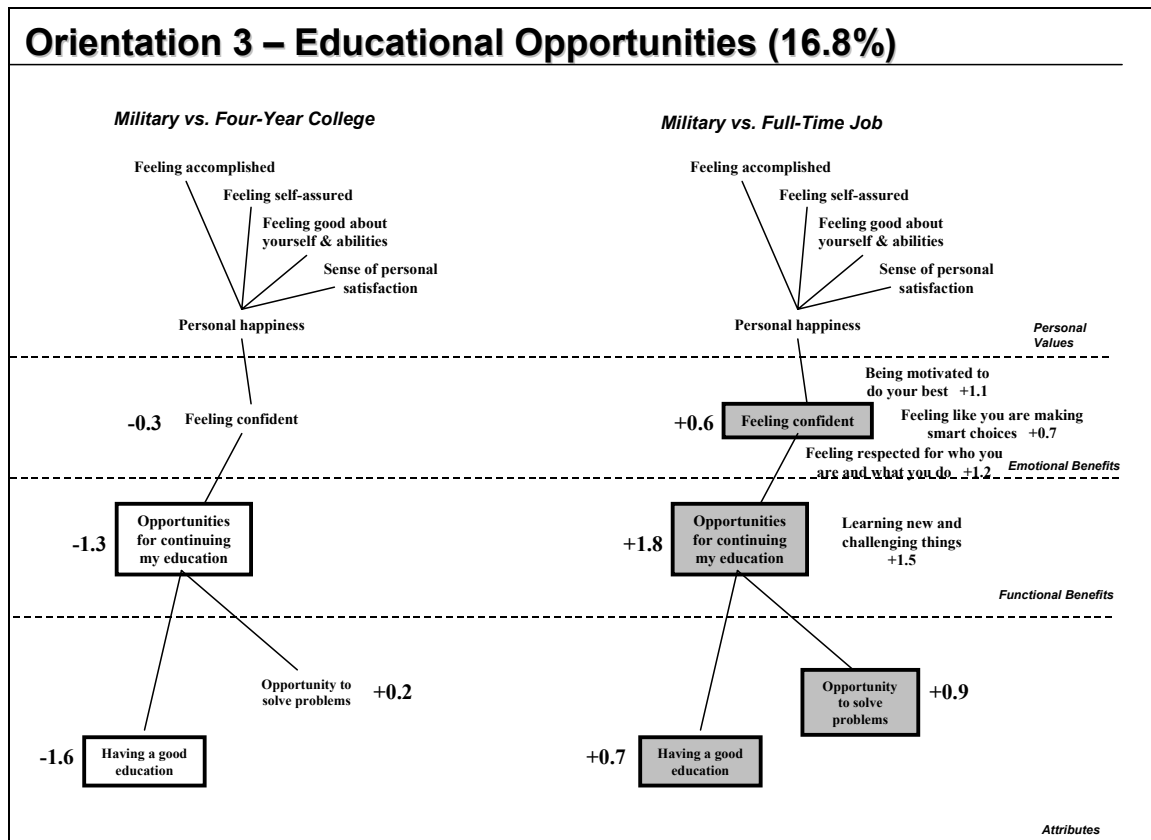


“Educational Opportunities” Orientation

Within this orientation, there were no measurably significant competitive advantages for the military when compared to four-year college. “Having a good education” (-1.6), and “opportunities for continuing my education” (-1.3) were competitive disadvantages for the military when compared to four-year college.

The military enjoyed numerous measurably significant competitive advantages when compared to a full-time job. “Having a good education” (+0.7), “opportunity to solve problems” (+0.9), “opportunities for continuing my education” (+1.8), and “feeling confident” (+0.6) were all competitive advantages for the military within this orientation. Moreover, military service had strong equity in other ways to talk about confidence, “being motivated to do your best” (+1.1), “feeling like you are making smart choices” (+0.7), and “feeling respected for who you are and what you do” (+1.2).

Figure 20



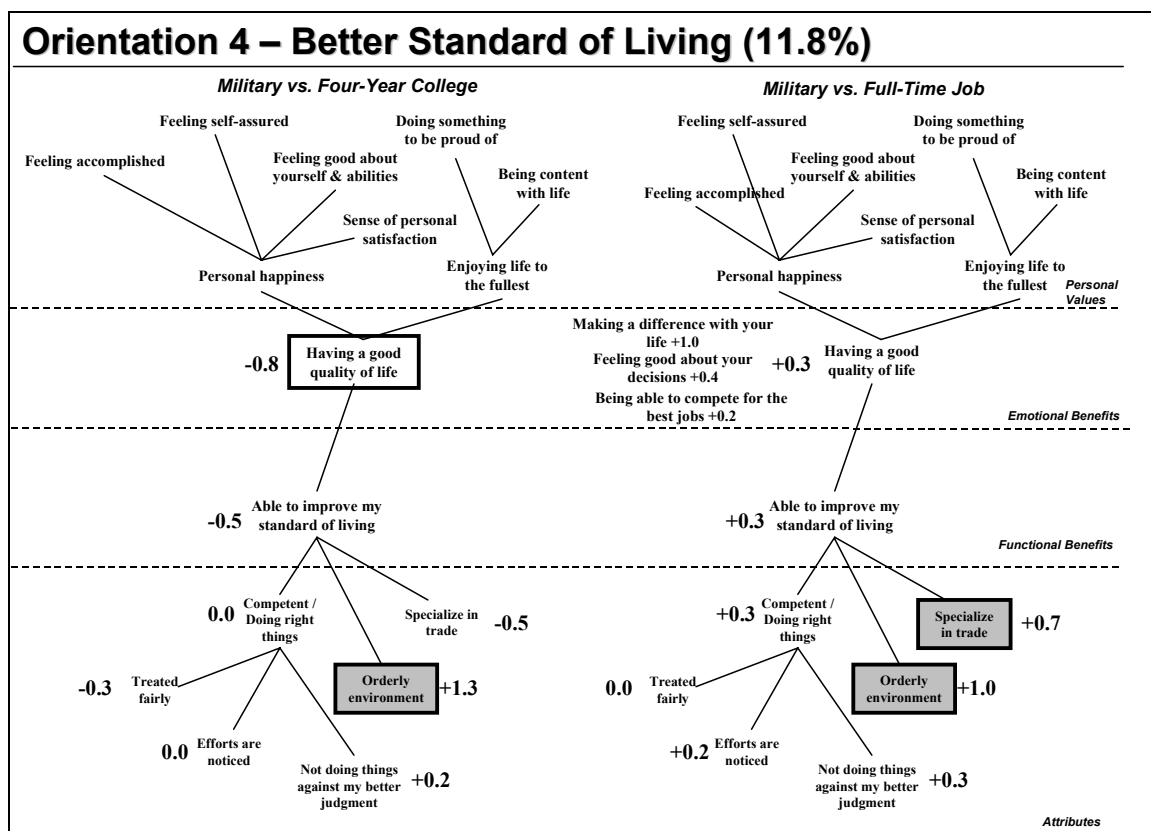
“Better Standard of Living” Orientation

When compared to four-year college, “orderly environment” (+1.3) was the only competitive advantage that emerged for the military within this orientation. “Having a good quality of life” (-0.8) was a competitive disadvantage for the military when compared to four-year college.

Two measurably significant competitive advantages emerged for the military when compared to a full-time job within this orientation: “orderly environment” (+1.0) and “specialize in trade” (+0.7). Other advantages, found within each of the factors at the personal relevance bridge, included: “being able to compete for the best full-time jobs” (+0.2), “feeling good about your decisions” (+0.4), and “making a difference with your life” (+1.0).

It is important to note that the attribute and functional benefit levels for this orientation flow into the same emotional benefit, “having good quality of life,” as seen in the “Protection of Freedom” orientation. While the military may never win the perceptual battle over providing “opportunities for continuing my education,” compared to a four-year college, communicating military programs clearly and, in more relevant ways to youth, will enhance other communications (e.g., Orientation 1) at the emotional level.

Figure 21

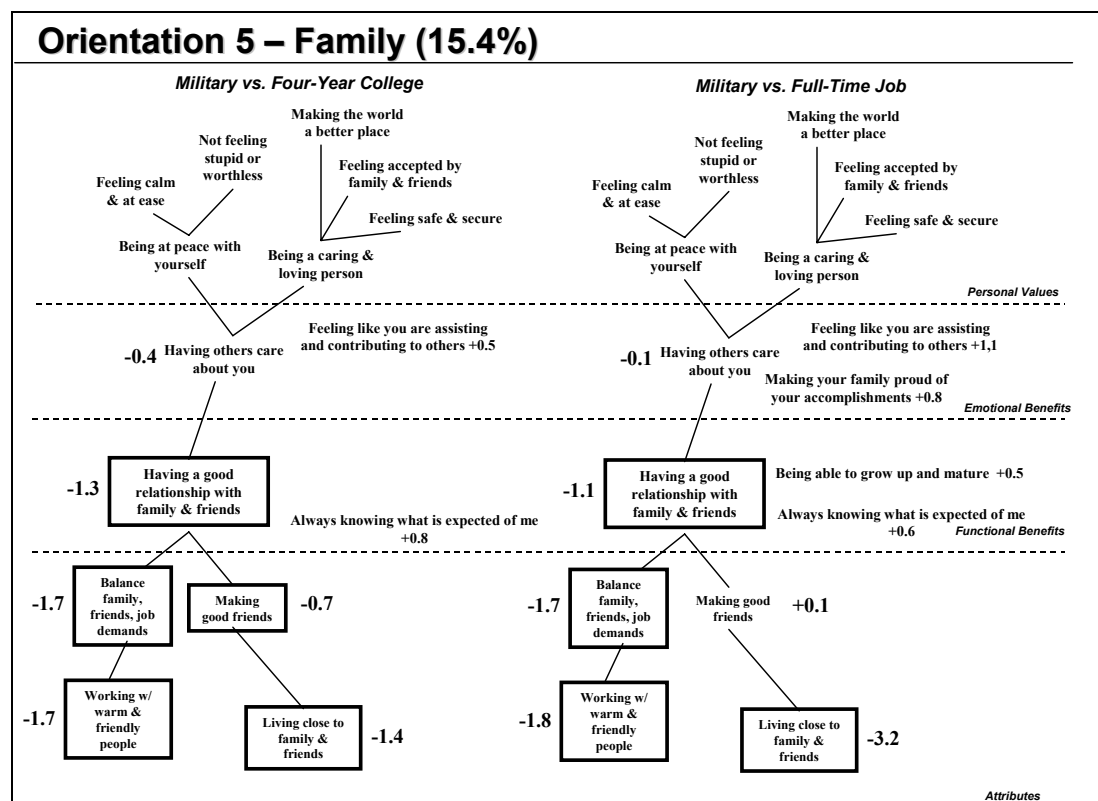


“Family” Orientation

The military held no measurably significant competitive advantages versus either post-high school choice within this orientation. “Living close to family and friends” (-1.4), “working with warm and friendly people” (-1.7), “making good friends” (-0.7), “balancing family, friends, and full-time job demands” (-1.7), and “having a good relationship with family and friends” (-1.3) were all seen as competitive disadvantages when compared to four-year college. But, an element of the “having a good relationship with family and friends” factor, “always knowing what is expected of me,” was a strong equity of military service, even when compared to four-year college as well as to a full-time job. Another strong equity for military service, at an emotional level, was “feeling like you are assisting and contributing to others” (+0.5).

“Living close to family and friends” (-3.2), “working with warm and friendly people” (-1.8), “balancing family, friends, and job demands” (-1.7), and “having a good relationship with family and friends” (-1.1) were all measurably significant competitive disadvantages for the military when compared to a full-time job. But, one element of the “having a good relationship with family and friends” factor, “being able to grow up and mature” was a strong equity of military service, even when compared to four-year college, as well as to a full-time job. Another strong equity for military service, at an emotional level, was “making your family proud of your accomplishments” (+0.8). In general, this orientation represented strong disequities of the military, and, conversely, strong arguments for choosing other alternatives. Communications in these areas can hope to neutralize the strengths of the alternatives, but they must not over promise, or they will likely be seen as not credible.

Figure 22



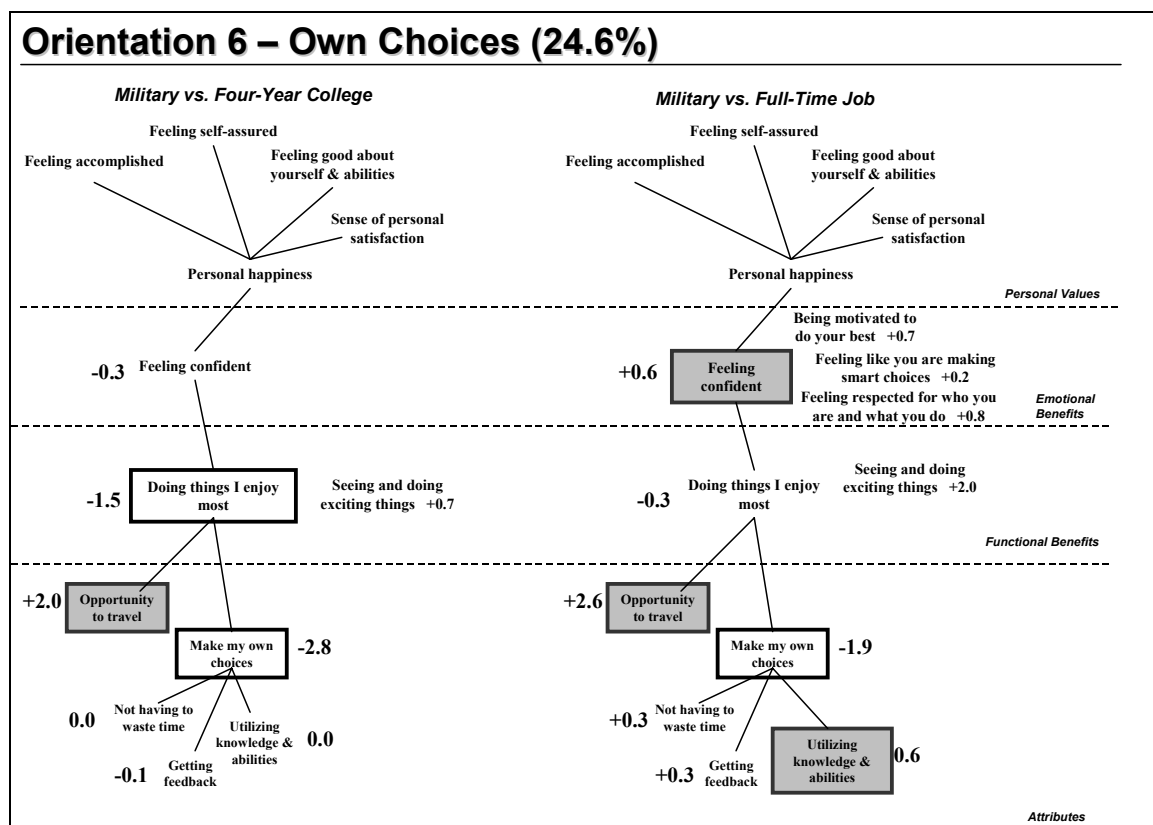
“Own Choices” Orientation

The military held both competitive advantages and disadvantages when it came to the orientation, “Own Choices.” “Opportunity to travel” (+2.0) was a measurably significant advantage for the military when compared to four-year college. “Make my own choices” (-2.8) and “doing things that I enjoy most” (-1.5) were measurably significant disadvantages for the military when compared to four-year college. However, “seeing and doing exciting things” (found within the “doing things I enjoy most” factor) was a strong equity of military service, even when compared to four-year college.

“Make my own choices” (-1.9) was a perceived competitive disadvantage for the military when compared to a full-time job, but expressed another way, the military has equity at the attribute level. Within this factor, “utilizing knowledge and abilities” (+0.6), and “opportunity to travel” (+2.6), were measurably significant advantages for the military when compared to a full-time job.

Similarly, talking about “doing things I enjoy” in terms of “seeing and doing exciting things” (+1.3) can be a resonate message for the military. Also, this communication option relative to getting a full-time job can draw on positive perceptions of the military as a “smart choice,” a place where one is “motivated to do your best” and a position of “respect.”

Figure 23

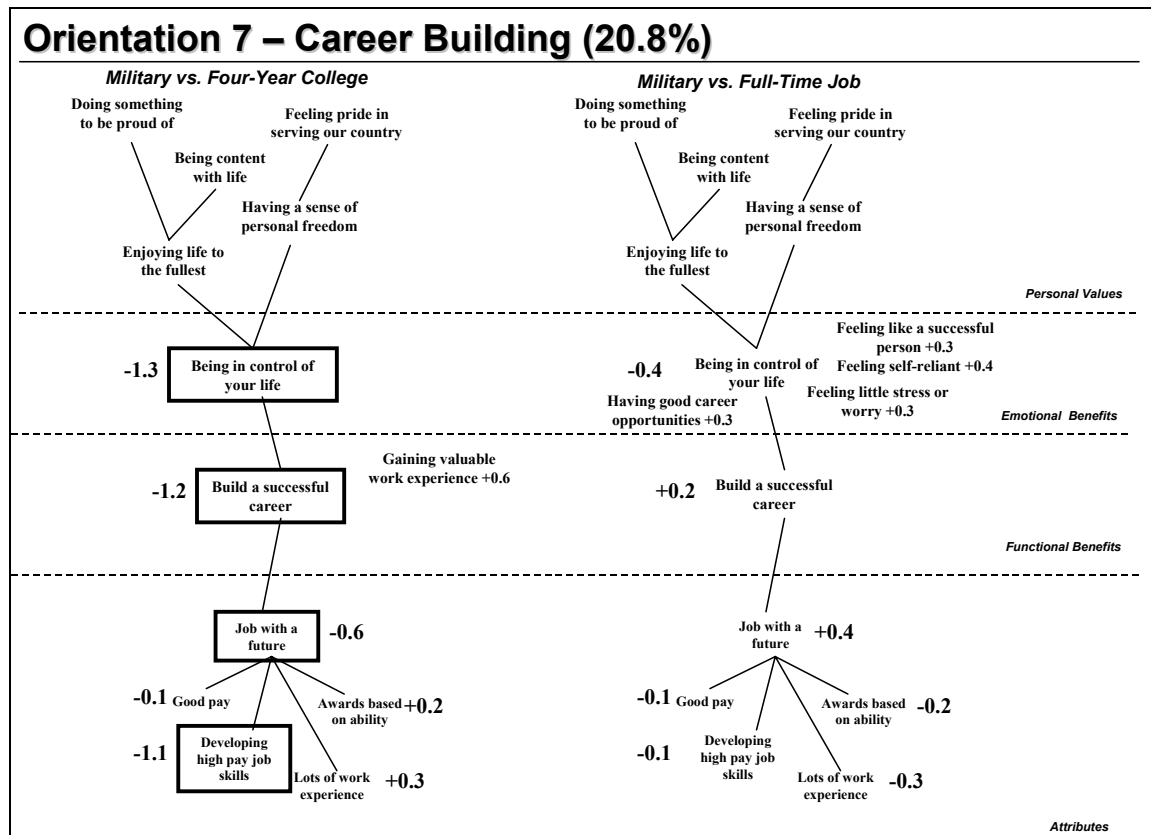


“Career Building” Orientation

The military held no measurably significant competitive advantages when compared to four-year college within the “Career Building” orientation. “Developing high paying job skills” (-1.1), “having a job with a future” (-0.6), “build a successful career” (-1.2), and “being in control of your life” (-1.3) were all considered competitive disadvantages for the military. However, “gaining valuable work experience,” an item within the “build a successful career” factor, was a strong equity for the military versus four-year college.

No measurably significant items emerged when comparing the military to a full-time job within this orientation. However, items within factors at the personal relevance bridge that were equities for military service included: “feeling like a successful person” (+0.3), “feeling self-reliant” (+0.4), “feeling little stress or worry” (+0.3), and “having good career opportunities” (+0.3).

Figure 24



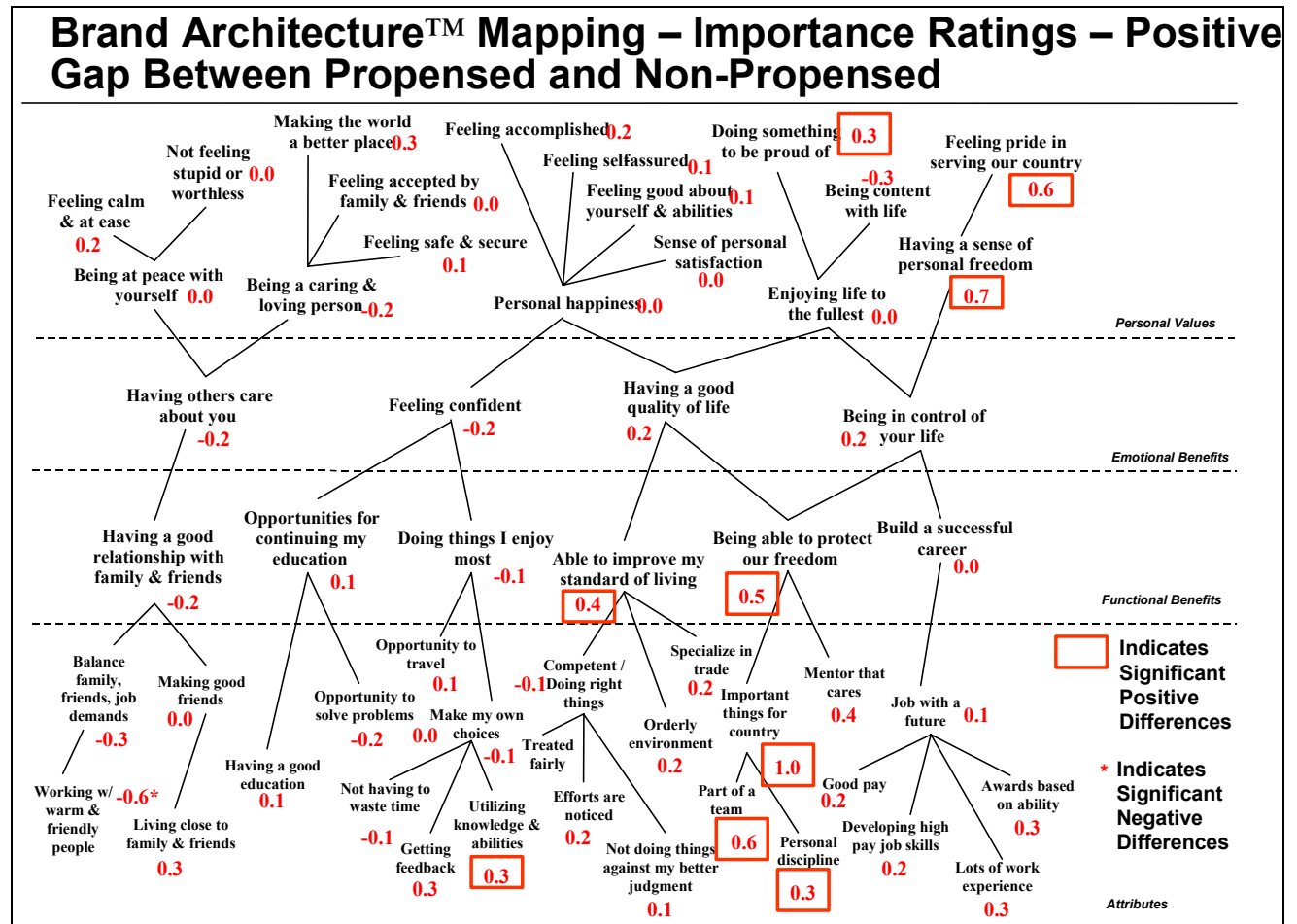
Propensity Models

Gap analysis was also conducted in two other ways to identify core strengths. First, analysis was conducted on the positive difference in importance placed on items between propensed and non-propensed youth. The second analysis was conducted only on the propensed youth population and the positive difference in perceptions of items delivered by military versus other post-high school options.

Further analysis was conducted on the positive difference in importance placed on items between propensed and non-propensed youth. Figure 25 shows the difference in mean descriptive scores for all items, propensed youth minus non-propensed youth (these numbers are shown in parentheses). Note the significant positive differences that emerged: “personal discipline” (+0.3), “utilizing knowledge and abilities” (+0.3), “part of a team” (+0.6), “doing important things for the country” (+1.0), “able to improve my standard of living” (+0.4), “being able to protect our freedom” (+0.5), “doing something to be proud of” (+0.3), “feeling pride in serving our country” (+0.6), and “having a sense of personal freedom” (+0.7).

Other items included: “earning a high salary” (+0.4), “gaining valuable work experience” (+0.3), “having good career opportunities” (+0.1), “always knowing what is expected of me” (+0.4), “being able to compete for the best full-time jobs” (+0.5), “keeping the country safe and strong” (+1.0), “building a successful track record” (+0.3), “helping out significantly with my financial needs” (+0.3), “making a difference with your life” (+0.1), “feeling good about your decisions” (+0.3), “feeling respected for who you are and what you do” (+0.3), “being motivated to do your best” (+0.1), “feeling like you are making smart choices” (+0.2), “feeling self-reliant” (+0.1), “making your family proud of your accomplishments” (+0.3), and “feeling financially successful” (+0.3). These are all items that resonated with propensed youth.

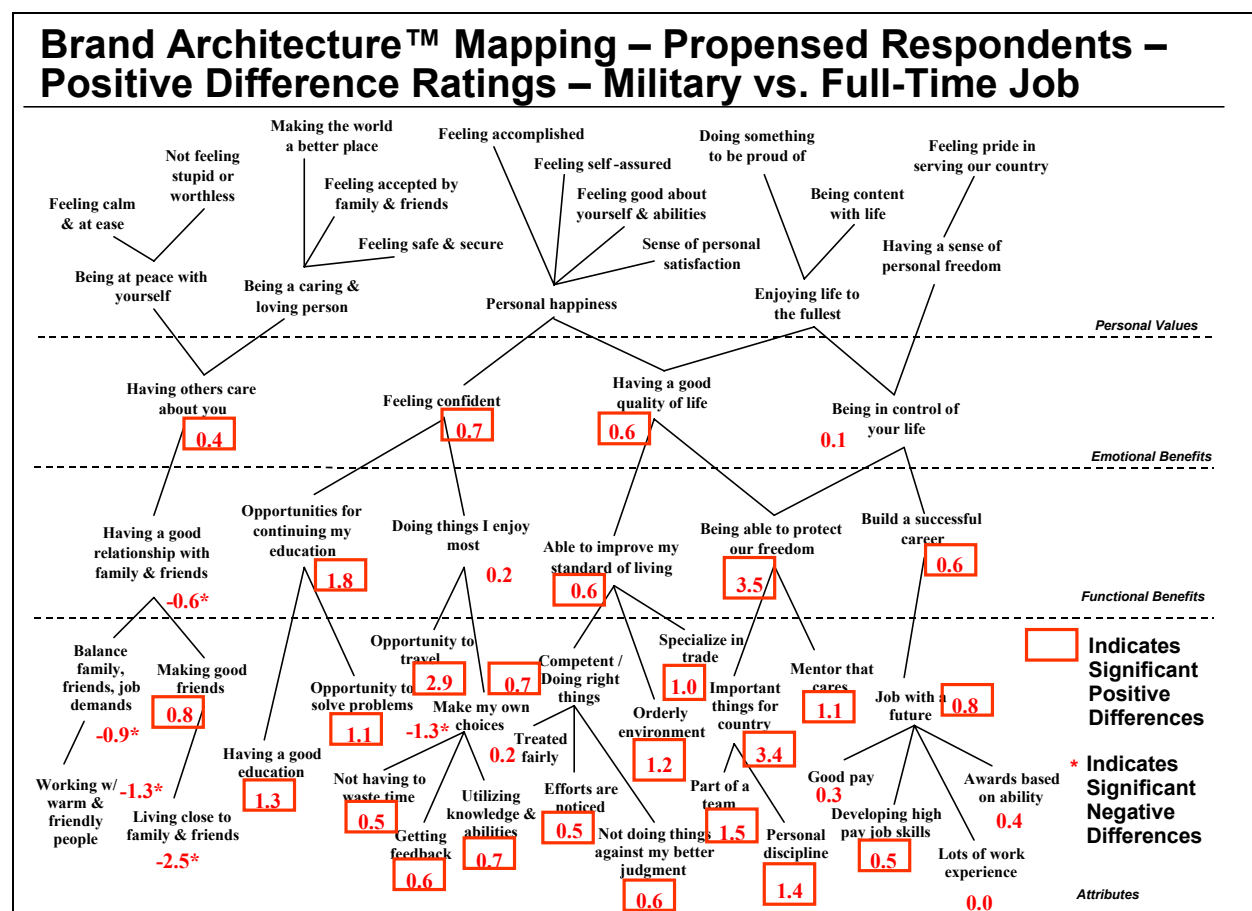
Figure 25



The second analysis was conducted only on the propensed youth population. This analysis was on the positive difference in perceptions of items delivered by military versus other post-high school options. Figures 26 and 27 show the difference mean scores (descriptions of the military versus descriptions of competitive post-high school choices) for all propensed respondents.

Military versus full-time job: A wide range of significant positive differences emerged when comparing the military to a full-time job. As Figure 26 illustrates, almost all items at the attribute, functional benefit, and emotional benefit levels were significant positive differences in favor of the military. Two notable exceptions were “having a good relationship with family and friends” (-0.6) and “make my own choices” (-1.3), which were significant negative differences in favor of a full-time job.

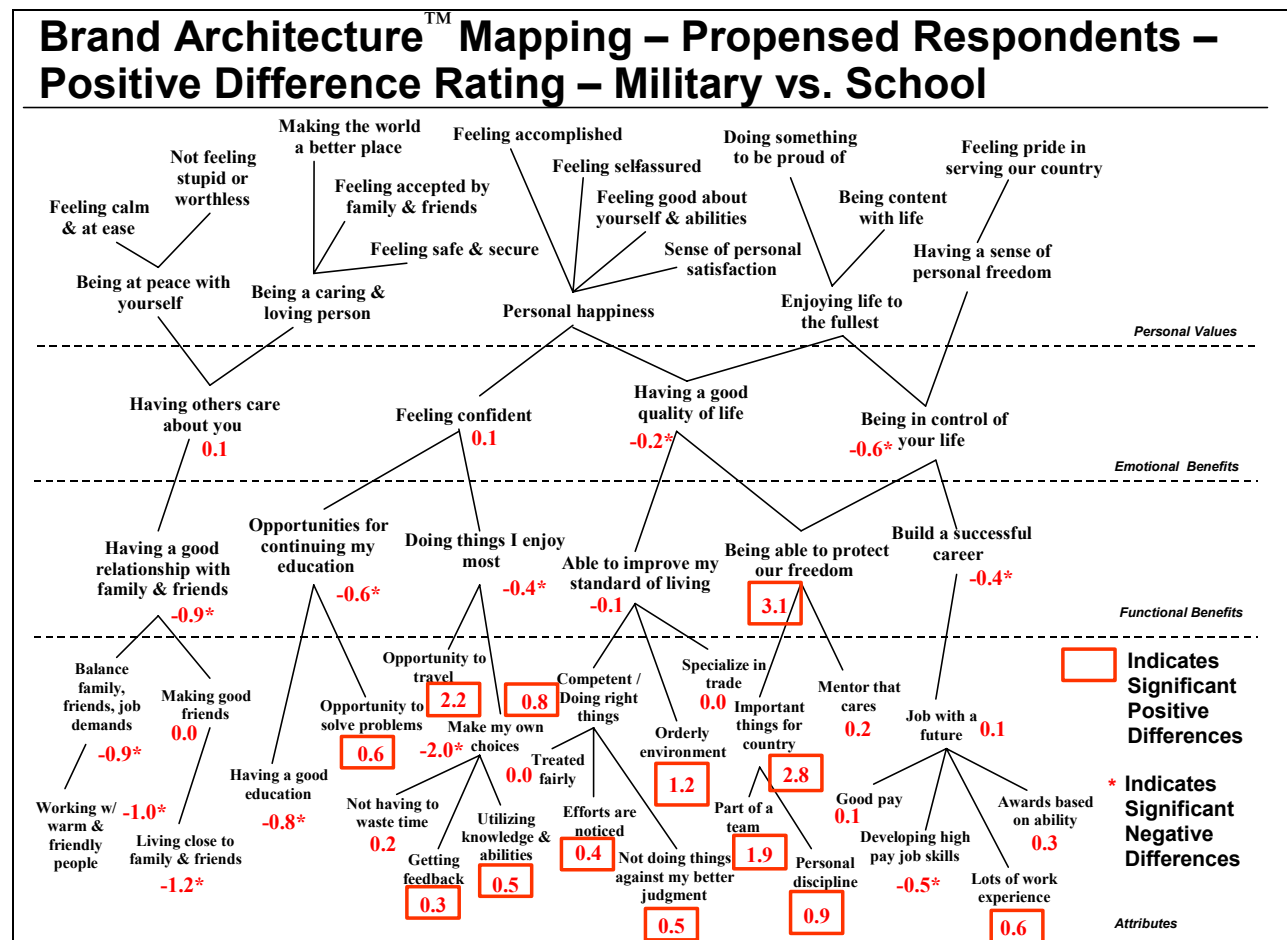
Figure 26



The military held fewer positive differences when compared to four-year college. The following items (Figure 27) were significant positive differences for propensed respondents (items are listed in order of positive difference score) when comparing the military versus four-year college:

- Being able to protect our freedom (+3.1)
- Doing important things for the country (+2.8)
- Opportunity to travel (+2.2)
- Part of a team (+1.9)
- Orderly environment (+1.2)
- Competent/doing things right (+0.8)
- Personal discipline (+0.9)
- Opportunity to solve problems (+0.6)
- Lots of work experience (+0.6)
- Getting feedback (+0.3)
- Not doing things against my better judgment (+0.5)
- Utilizing knowledge and abilities (+0.5)
- Efforts are noticed (+0.4)

Figure 27



Additional Propensity Models

While traditional perceptual mapping and gap analysis techniques provided important insights, the Brand Architecture™ data set provided a unique opportunity to employ more complex advanced quantitative methods. Appendix A provides a comprehensive description of one approach, a Bayesian variable selection model.

This propensity military model focused mainly on the attributes, functional benefits, emotional benefits, and leadership trait questions in the Brand Architecture™ questionnaire. It was designed to examine how a difference in the ratings on these questions when describing a full-time job, a four-year college, and military service would relate to the likelihood of an individual joining the military. This model determined which of these difference variables was most influential. Moreover, the model identified variables that the military “should push” in general (compared to four-year college and full-time job) and those most effective when highlighted specifically against a full-time job or against four-year college for maximum impact.

At the conclusion of the initial analysis, it was important to develop separate models by gender and grade average; thus, separate models were examined for the overall sample, males, females, those with mostly As or As and Bs, and those with mostly Cs or Bs and Cs. Tables 11-13 illustrate results for only males.

For ease of interpretation and use, the coefficients were converted from the final solution (within group) to an importance index. The coefficients were indexed against the highest or most important variable. The most important variable became 100 in the index. With the index, it became easy to understand the ordering and relative importance of the variables in terms of their association with the higher likelihood of joining the military.¹⁵ For example, when positioned versus both a full-time job and four-year college, communicating about such things as “developing high paying job skills” (82), “being in control of your life” (35), and “feeling financially successful” (33) could effect the likelihood of a male joining the military.

Table 11

MALES: GENERAL POSITIONING VERSUS FULL-TIME JOB AND FOUR-YEAR COLLEGE	
	Index
Caring—demonstrates care and concern about people	31
Emotional Benefits	
Being in control of your life	35
Feeling financially successful	33
Feeling like you are making smart choices	16
Functional Benefits	
Learning new and challenging things	11
Attributes	
Developing high paying job skills	82

¹⁵ Only significant variables with an index score of 10 or higher are shown.

Table 12

MALES: GENERAL POSITIONING VERSUS FOUR-YEAR COLLEGE	
Trait	Index
Disciplined–having self-discipline	62
Team oriented– able to work effectively as part of a team	13
Innovative– creative, new ways of doing things	13
Emotional Benefits	
Having a good quality of life	15
Feeling financially successful	10
Functional Benefits	
Having opportunities for continuing my education	41
Seeing and doing exciting things	19
Being able to build a successful career	18
Being able to grow and mature	18
Attributes	
Having opportunities to solve problems	23
Doing important things for the country	16

Table 13

MALES: GENERAL POSITIONING VERSUS FULL-TIME JOB	
Trait	Index
Visionary– has a clear vision for the future, forward looking	30
Effective– able to get things done, can deliver on promises	13
Trustworthy– honest in dealings, can rely on them	11
Emotional Benefits	
None	
Functional Benefits	
Always knowing what is expected of me	13
Attributes	
Developing personal discipline	100
Being in an orderly, structured environment	19
Getting feedback on whether I am performing well	15
Doing important things for the country	13

Military Service Assessment

In general, it was difficult to identify much differentiation among the five Military Services. Most respondents identified the same traits and characteristics when asked to describe and personify their Service of choice. However, some minor differences did emerge.

Personifying the Ideal Organization

Respondents were asked to imagine the ideal type of organization for which they would like to work. They were asked to imagine that organization as if it were a person. The interviewer read a list of items and for each one, the respondent rated how important it was that the organization had that personality characteristic. A 10-point scale was used where one meant “not at all important” and 10 meant “critically important.” Battery items were from Jennifer L. Aaker’s *Dimensions of Brand Personality*.¹⁶ Aaker defined brand personality as “the set of human characteristics associated with a brand.” In this instance, the brand was the ideal type of organization.

Table 14 displays the mean scores for the top ten most important personality characteristics for the ideal organization. Respondents indicated they want their organizations to be “reliable,” “honest,” “hard working” and “successful.”

Table 14

IMPORTANCE SCORES FOR CHARACTERISTICS OF THE IDEAL ORGANIZATION	
Item	Mean
Honest	9.1
Reliable	9.1
Hard working	9.0
Successful	9.0
Intelligent	8.9
Real	8.7
Secure	8.7
Confident	8.7
Friendly	8.6
Sincere	8.5

¹⁶ Aaker, J. (1997). Dimensions of brand personality. *Journal of Marketing Research*, XXXIV, 347-355.

Table 15 shows the mean scores for the top ten most important personality characteristics broken out by propensed and non-propensed respondents. Propensed respondents were more interested in “hard working,” “successful,” “reliable” and “intelligent.” Non-propensed respondents rated “honest” as the most important.

Table 15

TOP TEN TRAITS OR CHARACTERISTICS OF THE IDEAL ORGANIZATION—PROPENSED VS. NON-PROPENSED		
Item	Propensed	Non-Propensed
Hard Working	9.2	8.9
Successful	9.2	8.9
Reliable	9.1	9.1
Intelligent	9.1	8.9
Honest	9.0	9.2
Confident	8.9	8.7
Secure	8.8	8.7
Leader	8.8	8.1
Real	8.7	8.8
Friendly	8.5	8.6

Dimensions of Brand Personality by Military Service Branch

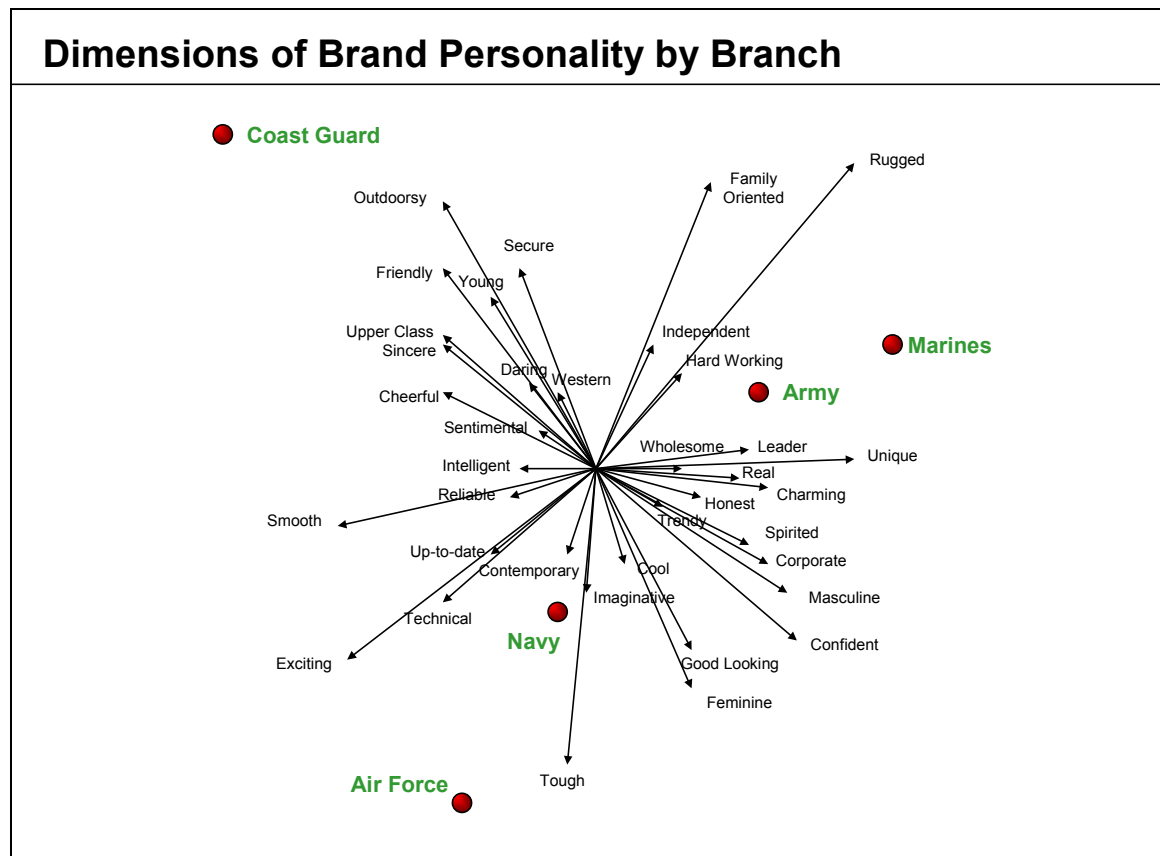
Jennifer L. Aaker’s *Dimensions of Brand Personality* was also used to personify each Service, offering suggestions of personality characteristics that may be unique to each brand. Respondents were asked to imagine their Service of choice as if it were a person.¹⁷ Each brand personality item was read to the respondent and they were asked to rate each item based on how well it described that particular Service. A 10-point scale was used, where one was “not at all descriptive” and 10 was “extremely descriptive” of that Service.

The perceptual map in Figure 28 illustrates which characteristics or traits best associated with each of the different Services. The Marine Corps and the Army shared many brand personality dimensions, with the Marine Corps better differentiated in terms of being seen as “rugged” and “unique.” Similarly, the Air Force and Navy shared many personality dimensions, with the Air Force being better differentiated in terms of being seen as “tough,” “exciting,” “technical,” “contemporary,” and “up-to-date.”

The perceived personality of the Coast Guard was most differentiated from the other Services. It was seen as “outdoorsy,” “friendly,” “secure,” “young,” “upper class,” and “sincere.”

¹⁷ Respondents rated either their first or second choice of service. Sample sizes for each service were: Army=117, Navy=114, Marine Corps=131, Air Force=129, and Coast Guard=109.

Figure 28



Additional insights can be gleaned when comparing the importance respondents' placed on the personality characteristics of their ideal organization with their perception of how each characteristic describes each Service.

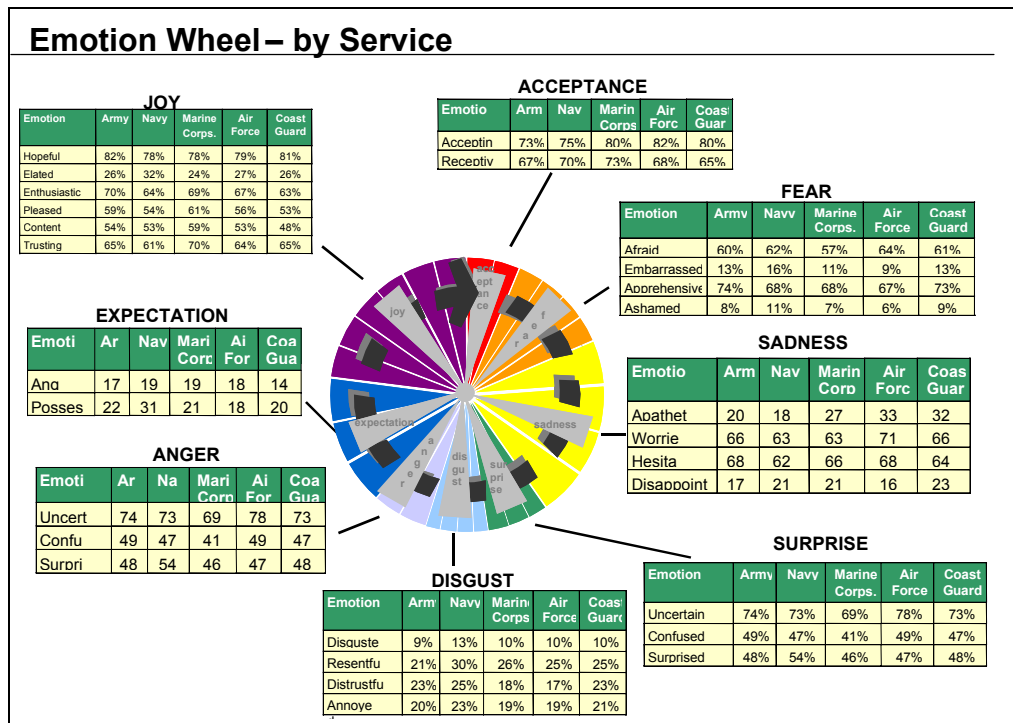
Table 16

IDEAL ORGANIZATION COMPARED TO SERVICES (Mean)						
	Importance	Descriptive				
Item	Ideal Organization n=600	Army n=117	Navy n=114	Marine Corps n=131	Air Force n=129	Coast Guard n=109
Honest	9.1	7.7	7.5	8.1	7.5	7.6
Reliable	9.1	8.1	8.4	8.7	8.4	8.5
Hard Working	9.0	9.1	9.1	9.2	8.9	9.0
Successful	9.0	8.0	8.1	8.2	8.1	7.9
Intelligent	8.9	8.1	8.3	8.2	8.2	8.0
Real	8.7	8.3	8.1	8.6	8.2	8.1
Secure	8.7	8.1	8.5	8.6	8.2	8.4
Confident	8.7	8.4	8.6	8.7	8.5	8.2
Friendly	8.6	5.2	5.7	5.7	5.4	6.2
Sincere	8.5	7.0	6.9	7.1	6.6	7.1
Leader	8.3	8.6	8.6	8.8	8.5	8.2
Exciting	8.2	7.8	8.1	7.8	8.4	7.9
Up-to-date	8.1	7.6	7.6	7.9	8.1	7.7
Independent	8.0	7.5	7.7	8.0	7.5	7.4
Down-to-earth	7.9	6.5	6.5	6.6	6.2	6.5
Imaginative	7.9	5.9	6.6	6.3	6.3	5.9
Unique	7.9	6.2	6.7	7.0	6.7	6.1
Cheerful	7.8	5.0	5.4	5.3	5.3	5.7
Original	7.7	6.8	6.7	7.2	6.8	6.7
Wholesome	7.6	6.7	6.7	6.9	6.4	6.7
Spirited	7.6	7.3	7.1	7.4	7.3	6.9
Family-oriented	7.3	5.1	5.1	5.6	4.8	5.3
Technical	7.3	8.3	8.3	8.1	8.3	8.1
Daring	7.2	8.4	8.5	8.6	8.4	8.3
Contemporary	6.8	6.4	6.6	6.4	6.4	6.2
Corporate	6.7	6.7	6.6	6.5	6.5	6.0
Sentimental	6.6	4.7	5.1	5.1	4.8	5.3
Cool	6.6	5.6	6.1	6.1	6.1	5.8
Charming	6.4	4.6	4.9	4.9	4.8	4.5
Upper Class	6.2	5.7	6.0	6.2	5.9	6.0
Smooth	6.1	4.6	5.3	4.7	4.9	4.8
Young	5.9	6.3	6.2	6.4	6.3	6.4
Tough	5.9	8.5	8.3	8.8	8.3	8.0
Good Looking	5.7	4.8	5.2	5.1	5.2	4.8
Trendy	5.6	5.2	5.2	5.3	5.5	5.1
Outdoorsy	5.6	8.6	7.7	8.2	7.8	8.3
Glamorous	5.4	4.5	4.4	4.9	5.0	4.6
Masculine	5.3	8.5	7.8	8.3	7.5	7.3
Rugged	5.1	8.4	7.8	8.6	7.5	7.6
Small-town	4.7	4.2	4.1	4.6	4.0	4.3
Feminine	4.6	3.3	3.5	3.5	3.6	3.3
Western	4.1	5.1	4.9	5.4	4.8	4.9

Emotional Military Service Branch Association

Another approach to identifying unique characteristics of each Service was by creating emotional associations with each of the five Services. Respondents were presented with a battery of different emotions and asked to imagine they had just decided to join their top rated Service.¹⁸ For each emotion, respondents indicated whether or not they felt that emotion as they thought about that decision. Respondents' preferred Military Service elicited strong positive emotions: curious, hopeful, proud, accepting, receptive, and enthusiastic. At the same time, a number of more negative emotions emerged: uncertain, apprehensive, worried, hesitant, and afraid.

Figure 29

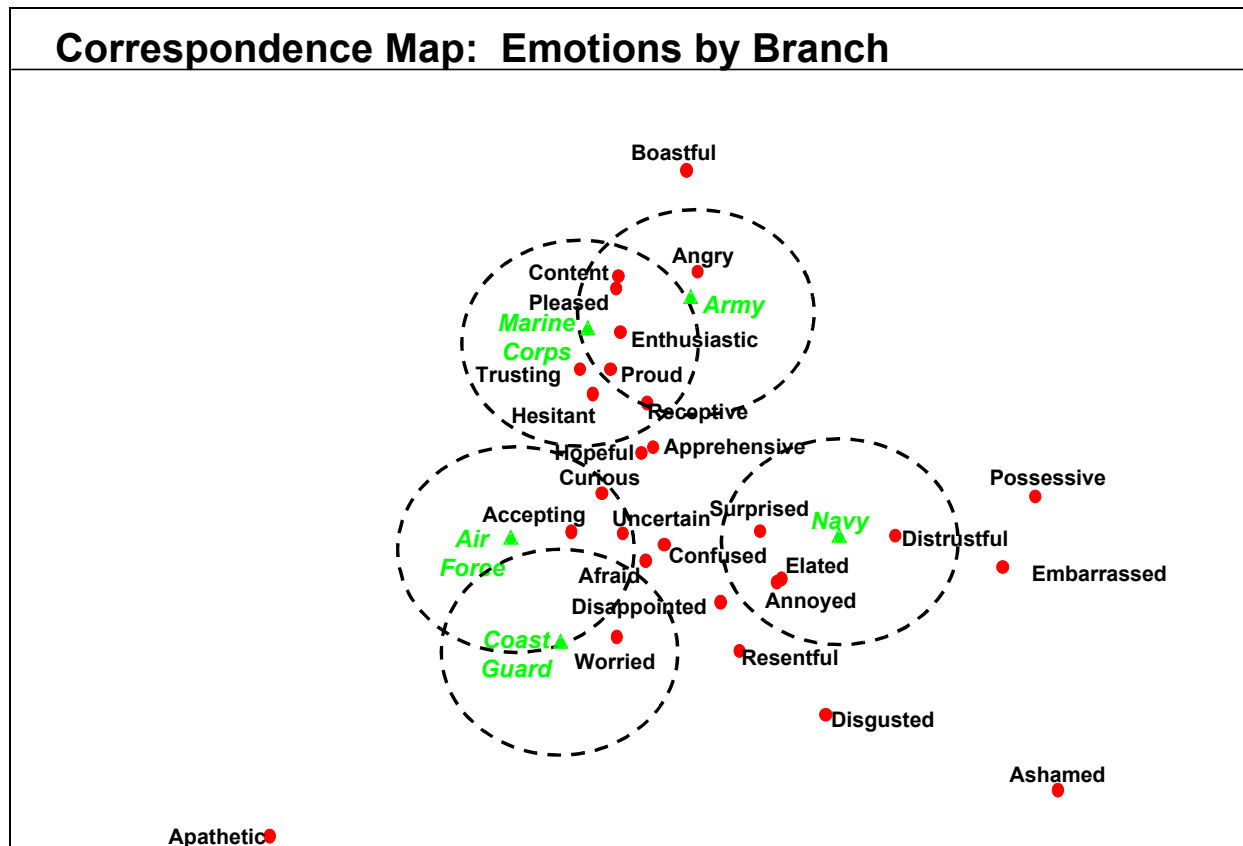


¹⁸ Plutchik, R. & Conte, H. R., Eds. (1997). *Cicumplex Models of Personality and Emotions*. Washington, DC: American Psychological Association.

Figure 29 uses corresponding analysis to illustrate the emotions that respondents associated with each of the Services. The Marine Corps, and to a lesser extent the Army, was the service with a strong emotional positioning relative to the other services: content, pleased, enthusiastic, proud and trusting.

None of the services elicited strong feelings of embarrassment, shame, resent or disgust.

Figure 30



Descriptions of Attributes by Service

To identify how elements differentiated between Services, respondents were asked to consider how well each attribute, functional benefit, emotional benefit and leadership trait described a particular Service. A 10-point scale was used where one meant “does not describe entering that Service at all” and 10 meant “describes entering that Service perfectly.”

Table 17 displays the mean scores for the attribute level. Attribute items that scored highly across all Services included: “developing personal discipline,” “being in an orderly, structured environment,” “being part of a team,” “having the opportunity to travel,” and “doing important things for the country.” Lower scoring attribute items included: “being able to make my own choices,” “having monetary rewards based on ability and effort,” “being able to balance the demands of family, friends, and job,” “working with people that are warm and friendly,” and “living close to family and friends.”

Table 17

DESCRIPTIONS OF ATTRIBUTES BY SERVICE					
(Mean Score)					
Item	Army n=117	Navy n=114	Marine Corps n=131	Air Force n=129	Coast Guard n=109
Developing personal discipline	8.9	9.2	9.0	9.0	8.9
Being in an orderly, structured environment	8.9	9.1	8.9	8.9	8.7
Being part of a team	8.9	9.1	9.0	8.9	8.9
Having the opportunity to travel	8.6	9.0	8.5	8.8	8.6
Doing important things for the country	8.6	8.8	8.5	8.5	8.2
Performing tasks that use my knowledge and abilities	8.2	8.1	8.3	8.5	8.1
Being able to specialize in an interesting trade or field	8.2	8.2	8.2	8.3	8.1
Having a job with a future	8.1	8.2	7.9	8.3	7.8
Being competent and doing the right things	8.1	8.0	8.2	7.9	8.1
Not doing things against my better judgment	8.0	7.7	7.7	7.6	7.8
Having a good education	7.9	7.6	7.7	8.2	7.5
Getting feedback on whether I am performing well or poorly	7.9	8.0	8.3	7.9	7.8
Having opportunities to solve problems	7.9	8.4	8.2	8.2	8.4
Knowing that I am being treated fairly and equally	7.8	7.4	7.7	7.5	7.7
Receiving good pay and benefits	7.7	7.8	7.7	7.9	7.3
Having a lot of work experience	7.7	8.0	7.9	8.1	7.4
Knowing that my efforts are being noticed	7.7	7.8	7.7	7.6	7.7
Developing high-paying job skills	7.6	7.8	7.2	7.9	7.3
Making and having good friends	7.5	7.4	7.7	7.6	7.8
Having a mentor that cares to develop my potential	7.1	6.8	7.3	6.8	7.0
Not having to waste my time on unnecessary activities	7.0	6.9	7.2	6.9	7.0
Being able to make my own choices	6.7	6.3	6.8	6.6	6.7
Having monetary rewards based on ability and effort	6.6	7.0	7.2	7.4	7.0
Being able to balance the demands of family, friends, and job	6.1	5.9	6.3	6.5	6.4
Working with people that are warm and friendly	6.0	5.7	6.3	6.2	6.3
Living close to family and friends	4.6	4.2	4.7	4.6	4.6

Descriptions of Functional Benefits by Service

Table 18 displays the mean scores for the functional benefit level. Functional benefit items that scored highly across all Services included: “being able to grow and mature” (this item is particularly high for the Army), “learning new and challenging things,” “being able to protect our freedom,” “keeping the country safe and strong,” and “seeing and doing exciting things.” Lower scoring functional benefits included: “earning a high salary,” “being able to compete for the best jobs,” “having good relationships with family and friends” (this item scores particularly low for the Navy), and “doing the things that I enjoy most.”

Table 18

DESCRIPTIONS OF FUNCTIONAL BENEFITS BY SERVICE					
(Mean Score)					
Item	Army n=117	Navy n=114	Marine Corps n=131	Air Force n=129	Coast Guard n=109
Being able to grow up and mature	9.0	8.5	8.8	8.4	8.3
Learning new and challenging things	8.7	8.5	8.7	8.5	8.4
Being able to protect our freedom	8.7	8.6	8.7	8.5	8.1
Keeping the country safe and strong	8.6	8.6	8.6	8.6	8.1
Seeing and doing exciting things	8.3	8.4	8.4	8.5	8.3
Always knowing what is expected of me	8.3	8.3	8.4	8.3	8.3
Having opportunities for continuing my education	8.2	7.9	8.0	8.1	7.2
Gaining valuable work experience	8.1	8.0	8.1	8.2	7.5
Being able to build a successful career	7.9	8.0	7.8	8.1	7.4
Having good career opportunities	7.9	7.8	7.9	7.8	7.3
Being able to improve my standard of living	7.6	7.7	7.6	7.7	7.2
Building a successful track record	7.6	7.8	7.7	7.8	7.3
Helping out significantly with my financial needs	7.5	7.5	7.7	7.8	7.0
Learning and working in a supportive environment	7.5	7.4	7.7	7.2	7.6
Earning a high salary	7.4	7.3	7.2	7.3	7.0
Being able to compete for the best jobs	7.0	7.2	7.3	7.3	6.8
Having good relationships with family and friends	6.6	6.0	6.8	6.4	6.7
Doing the things that I enjoy most	6.3	6.5	6.7	6.7	6.4

Descriptions of Emotional Benefits by Service

Table 19 displays the mean scores for the emotional benefit level. Emotional benefit items that scored highly across all Services included: “making a difference with your life,” “feeling respected for who you are and what you do” (this item scores particularly high with the Marine Corps), “feeling confident,” “feeling self-reliant,” and “being motivated to do your best.” Lower scoring emotional benefits included: “having a good quality of life,” “being in control of your life,” “feeling financially successful,” “having others care about you,” and “feeling very little stress or worry.” Note that while these were the lowest scoring emotional benefit items, most mean scores were over seven, which is above the mid-point on a 10-point scale.

Table 19

DESCRIPTIONS OF EMOTIONAL BENEFITS BY SERVICE					
(Mean)					
Item	Army n=117	Navy n=114	Marine Corps n=131	Air Force n=129	Coast Guard n=109
Making a difference with your life	8.5	8.4	8.6	8.5	8.4
Feeling respected for who you are and what you do	8.4	8.2	8.7	8.3	8.1
Feeling confident	8.4	8.5	8.5	8.3	8.1
Feeling self-reliant	8.4	8.5	8.2	8.1	8.0
Being motivated to do your best	8.3	8.5	8.5	8.2	8.2
Making your family proud of your accomplishments	8.2	8.1	8.4	8.0	7.6
Feeling like a successful person	8.1	8.0	8.1	8.0	7.7
Feeling like you are assisting and contributing to others	8.1	8.3	8.6	8.2	8.2
Feeling good about your decisions	8.0	8.1	8.2	8.0	7.6
Feeling like you are making smart choices	7.9	8.0	8.2	8.0	7.7
Having a good quality life	7.7	7.9	8.0	7.9	7.5
Being in control of your life	7.6	7.8	7.6	7.5	7.6
Feeling financially successful	7.4	7.5	7.5	7.4	7.3
Having others care about you	7.2	7.2	7.7	7.3	7.2
Feeling very little stress or worry	6.8	6.5	6.8	6.4	6.4

Descriptions of Leadership Traits by Service

Table 20 displays the mean scores for the leadership traits. Leadership traits that scored highly across all Services included “disciplined—having self-discipline,” “team-oriented—able to work effectively as part of a team,” and “self-reliant—-independent, determined, able and content.” The lowest scoring strategic leadership trait was “popular—number one, lots of people like them, a favorite among people.”

Table 20

DESCRIPTIONS OF LEADERSHIP TRAITS BY SERVICE					
(Mean)					
Item	Army n=117	Navy n=114	Marine Corps n=131	Air Force n=129	Coast Guard n=109
Disciplined—having self-discipline	9.1	9.1	9.2	9.0	9.0
Team-oriented—able to work effectively as part of a team	9.1	9.1	9.1	9.1	9.0
Self-reliant—-independent, determined, able, content	8.8	8.6	8.6	8.6	8.6
Effective—able to get things done, can deliver on promises	8.6	8.8	8.8	8.6	8.5
Trustworthy—honest in dealings, can rely on them	8.4	8.4	8.8	8.5	8.3
Visionary—has a clear vision for the future, forward looking	7.8	7.8	8.0	7.7	7.5
Innovative—creative, new ways of doing things	7.5	8.0	7.9	7.7	7.6
Caring—demonstrates care and concern about people	7.1	7.0	7.6	7.1	7.4
Heritage—has strong heritage and traditions	6.8	8.6	7.4	6.4	6.4
Popular—number one, lots of people like them, a favorite among people	5.8	5.6	6.3	5.7	5.7

Additional Military Service Models

Because the primary focus of this research was to understand the potential for identifying, communicating, and targeting important differences between military service and other choices after high school, most of the interview was allocated to that task. Because of the limits in what could be asked in 75 minutes, the batteries of items that rate how well attributes, benefits, and traits describe individual Services were asked only about a respondent’s preferred Service. These data constraints, in turn, limit the type of analysis that can be conducted and probably dampen the potential to find perceptual differences that could exist more broadly across the youth population.

Appendix B, Military Service Preference Models, describes one approach that was used to determine the extent that attributes, benefits and traits describe preferred Service choices and selected demographic variables that are associated with preference for a Service. This was a multinomial logit model, estimated in the context of a share model. The results of the model were used to answer the question: if the perception that an item described a preferred Service increases across all Services, what was the net impact on share of preference for that Service? Statistically significant variables could be evaluated to see how as they change the calculated share, $((\text{new share}) - (\text{original share})) / (\text{original share})$, changes for each Service. By identifying

these changes, insights into those communication elements that may help each of the Services most can be identified.

Results of this analysis are shown in Appendix B; in general, results were consistent with the observed differences by Services discussed previously.

Activities and Interests Batteries

Activities Participated in High School

Respondents began the interview by evaluating a series of extracurricular activities that they may or may not have participated during high school. For each activity, respondents indicated whether or not they participated in that activity while in high school.¹⁹ As Table 21 illustrates, “organized team sports” (67%) and “church group” (48%) had the highest participation, while “4-H or Future Farmers of America” (5%) and “video game club” (3%) had the lowest participation.

Table 21

EXTRACURRICULAR ACTIVITIES (Percent)		
Item	Yes	No
Organized team sports	67	33
Church group	48	52
Music or drama groups (such as band, chorus, thespians, art, etc.)	48	52
School clubs (such as debate, math, chess, language, etc.)	31	69
Little League or Youth baseball	27	73
School publications	23	77
Boy Scouts or Girl Scouts of America	20	80
Student Government	20	80
YMCA or YWCA	17	83
Cheerleaders	8	92
Book club or reading group	8	92
Fan club	7	93
4-h or Future Farmers of America	5	95
Video game club	3	97

¹⁹ Battery items from Roper Starch Worldwide Inc., List of Extracurricular Activities, 1999 & Youth Attitude Tracking Study, List of Extracurricular Activities, 1998.

Additional insight was gained by comparing propensed and non-propensed youth and the activities in which they may have participated. Propensed respondents (73%) were more likely than non-propensed respondents (65%) to participate in “organized team sports” and “church group.”

Table 22

EXTRACURRICULAR ACTIVITIES–PROPENSED VS. NON-PROPENSED (Percent)		
Item	Yes Propensed	Yes Non-Propensed
Organized team sports	73	65
Church group	52	46
Music or drama groups (such as band, chorus, thespians, art, etc.)	47	49
School clubs (such as debate, math, chess, language, etc.)	31	31
Little League or Youth baseball	24	28
School Publications	22	23
Boy Scouts or Girl Scouts of America	23	20
Student Government	16	21
YMCA or YWCA	19	16
Cheerleaders	3	10
Book club or reading group	9	7
Fan club	8	6
4-h or Future Farmers of America	4	5
Video game club	5	3

Activities Participated in the Last Week

Next, respondents were asked about specific activities that they might or might not have participated in over the past seven days.²⁰ As Table 23 illustrates, almost all respondents spent some time during the week interacting with some form of mass medium: “listening to CDs, tapes, or records” (97%), “listening to the radio” (95%), and “watching television” (95%). Respondents were spending far less time doing “volunteer work” (17%), “going to an amusement park or theme park” (17%), or “going to a museum, library, or gallery” (18%).

²⁰ Battery items from Teenage Research Unlimited (TRU); “TRU Teenage Marketing and Lifestyle Study,” 1999.

Table 23

ACTIVITIES IN THE PAST SEVEN DAYS		
(Percent)		
Item	Yes	No
Listening to CDs, tapes, records	97	3
Listening to the radio	95	5
Watching TV	95	5
Talking on the phone	95	5
“Hanging out” with friends	93	7
Using a computer	87	13
Doing chores	85	15
Driving a car	83	17
Using an online computer service	81	19
Running errands	81	19
Reading Magazines	77	23
Exercising/working out	77	23
Reading Newspapers	75	25
Watching rented videos/DVD’s	75	24
“Cruising” in a car	73	27
Playing sports	61	39
Working at a regular paying job	61	39
Caring for or playing with children	60	40
Going to parties	57	43
Working on a hobby	55	45
Grocery shopping	55	45
Playing video games	54	46
Playing computer games	51	49
Going to movie theaters	51	48
Reading books for pleasure	39	61
Going to religious functions	38	62
Going to sports events	31	69
Baking	29	71
Working on a car/truck/motorcycle	27	73
Playing a musical instrument	26	73
Studying	26	74
Going dancing	23	77
Going to concerts	22	78
Playing board games	21	79
Going to a library/museum/gallery	18	82
Going to an amusement park/theme park	17	83
Volunteer work (community, charity)	17	83
Video game club	5	3

Similar trends emerged when looking at propensed respondents versus non-propensed respondents. Both groups were spending time “listening to CDs, tapes, or records,” “listening to the radio,” and “watching television.” Noteworthy differences between the two groups were:

propensed respondents were spending more time “going to sporting events” (propensed 40%, non-propensed 29%), “working on a car, truck, or motorcycle” (propensed 37%, non-propensed 23%), “studying” (propensed 31%, non-propensed 24%), and “doing volunteer work” (propensed 24%, non-propensed 15%).

Table 24

ACTIVITIES IN THE PAST SEVEN DAYS–PROPENSED VS. NON-PROPENSED (Percent)		
Item	Propensed	Non-Propensed
Listening to CDs, tapes, records	98	97
Listening to the radio	96	94
Watching TV	94	95
Talking on the phone	94	95
“Hanging out” with friends	94	93
Using a computer	88	86
Doing chores	83	85
Driving a car	78	84
Using an online computer service	81	81
Running errands	79	82
Reading Magazines	74	78
Exercising/working out	73	77
Reading Newspapers	73	75
Watching rented videos/DVD’s	78	74
“Cruising” in a car	76	72
Cooking/preparing meals	70	74
Shopping at/“hanging out” at mall	62	63
Dating/being with boyfriend/girlfriend	65	61
Playing sports	73	57
Working at a regular paying job	57	63
Caring for or playing with children	62	60
Going to parties	60	55
Working on a hobby	60	53
Grocery shopping	51	56
Playing video games	62	51
Playing computer games	58	49
Going to movie theaters	56	49
Reading books for pleasure	31	41
Going to religious functions	40	37
Going to sports events	40	29
Baking	29	28
Working on a car/truck/motorcycle	37	23
Playing a musical instrument	27	26
Studying	31	24
Going dancing	31	21
Going to concerts	29	20
Playing board games	26	19
Going to a library/museum/gallery	18	18

Activities In Which Respondents May Like to Participate

To measure activities in which they might like to partake, respondents were given a list of different activities and for each one were asked to indicate which whether or not they would like to participate.²¹ Respondents indicated that they would most like to “convince people to follow (their) lead” (68%), “assist a summer camp instructor” (61%), “work as a camp counselor” (59%), and “make figures out of clay” (58%). Respondents would least like to “set up and maintain a filing system” (21%), “refinish the floor of a house” (23%), “apply wood stains and varnishes to furniture” (24%), and “count the inventory of a small business” (25%).

Table 25

ACTIVITIES IN WHICH RESPONDENTS MIGHT LIKE TO PARTICIPATE (Percent)		
Item	Like	Not Like
Convince people to follow my lead	68	32
Assist a summer camp instructor	61	39
Work as a camp counselor	59	41
Make figures out of clay	58	42
Connect a VCR	53	47
Learn scientific ways to help protect the environment	48	52
Present a new advertising campaign to corporate executives	44	56
Write musical jingles for television commercials	43	57
Work as a student tour guide for my school	43	57
Drive a tractor	43	57
Conduct a training course	43	57
Conduct research to improve solar power	38	62
Join a local theater company	37	63
Argue in favor of a new tax law	34	66
Write a story about my favorite hobby	32	68
Sell plans to develop new areas of real estate	29	71
Find the area of the triangle	28	72
Review financial records of an organization	25	74
Learn the major sections of a business letter	26	74
Study the effects of radiation on plants	25	75
Count the inventory of a small business	25	75
Apply wood stains and varnishes to furniture	24	76
Refinish the floor in a house	23	77
Set up and maintain a filing system	22	77

²¹ Battery items from Defense Manpower Data Center (DMDC), Armed Services Vocational Aptitude Battery (ASVAB) Interest Finder.

As seen in Table 26, key differences emerged when comparing propensed and non-propensed respondents. More propensed respondents would like to “convince people to follow (their) lead” (73% of propensed respondents, 66% of non-propensed respondents), “connect a VCR” (65% of propensed respondents, 49% of non-propensed respondents), “drive a tractor” (56% of propensed respondents, 38% of non-propensed respondents), and “conduct a training course” (54% of propensed respondents, 40% of non-propensed respondents).

Table 26

ACTIVITIES IN WHICH RESPONDENTS MIGHT LIKE TO PARTICIPATE– PROPENSED VS. NON- PROPENSED (Percent)		
Item	Like Propensed	Like Non-Propensed
Convince people to follow my lead	73	66
Assist a summer camp instructor	58	62
Work as a camp counselor	52	61
Make figures out of clay	52	59
Connect a VCR	65	49
Learn scientific ways to help protect the environment	48	48
Present a new advertising campaign to corporate executives	48	42
Write musical jingles for television commercials	40	44
Work as a student tour guide for my school	42	43
Drive a tractor	56	38
Conduct a training course	54	40
Conduct research to improve solar power	45	36
Join a local theater company	38	36
Argue in favor of a new tax law	32	34
Write a story about my favorite hobby	31	32
Sell plans to develop new areas of real estate	35	27
Find the area of the triangle	32	26
Review financial records of an organization	32	23
Learn the major sections of a business letter	34	24
Study the effects of radiation on plants	32	23
Count the inventory of a small business	34	23
Apply wood stains and varnishes to furniture	30	23
Refinish the floor in a house	27	22
Set up and maintain a filing system	28	20

Areas For Further Training or Education

Next, respondents were asked about areas for which they may want further training or education. Respondents were presented with a battery of items.²² For each item, they indicated if this was an area in which they may or may not want future training or education.

Respondents said they would like to learn more about “starting (their) own business” (75%), “music” (70%), “creative writing” (63%), and “identifying new business opportunities” (59%). Respondents would least like to learn more about “bookshelf construction” (21%), “installing telephones” (25%), “record keeping systems” (26%), and “restoration of antique furniture” (32).

Table 27

AREAS FOR FURTHER TRAINING OR EDUCATION (Percent)		
Item	Like	Not Like
Starting your own business	75	25
Music	70	30
Creative writing	63	37
Identifying new business opportunities	59	42
Lifeguard training	57	43
Physical education	57	43
Reading music	53	47
Maintaining a computer database	48	52
Scientific methods	47	53
Leading a support group	46	54
Painting a house (interior or exterior)	46	55
Importing and exporting goods for a profit	44	56
Effective marketing strategies	44	56
Conducting biology experiments	43	57
Scriptwriting	40	60
Stock control and accounting procedures	39	61
Preparing budgets	38	62
Elementary school education	37	63
Conducting physics experiments	37	63
Algebra	35	65
Restoration of antique furniture	32	68
Record keeping systems	26	75
Installing telephones	25	74
Bookshelf construction	21	79

²² Battery items from Defense Manpower Data Center (DMDC), Armed Services Vocational Aptitude Battery (ASVAB) Interest Finder.

Table 28 shows the differences between propensed and non-propensed respondents. Propensed respondents were more likely to want further training or education in “physical education” (63% of propensed respondents, 56% of non-propensed respondents), “importing or exporting goods for a profit” (55% of propensed respondents, 41% of non-propensed respondents), “conducting biology experiments” (49% of propensed respondents, 41% of non-propensed respondents), and “conducting physics experiments” (47% of propensed respondents, 34% of non-propensed respondents).

Table 28

AREAS FOR FURTHER TRAINING OR EDUCATION—PROPENSED VS. NON-PROPENSED (Percent)		
Item	Like Propensed	Like Non-Propensed
Starting your own business	73	75
Music	67	70
Creative writing	53	66
Identifying new business opportunities	63	57
Lifeguard Training	60	56
Physical education	63	56
Reading music	53	53
Maintaining a computer database	48	48
Scientific methods	48	46
Leading a support group	45	46
Painting a house (interior or exterior)	43	46
Importing and exporting goods for a profit	55	41
Effective marketing strategies	45	44
Conducting biology experiments	49	41
Scriptwriting	38	41
Stock control and accounting procedures	44	37
Preparing budgets	40	38
Elementary school education	35	37
Conducting physics experiments	47	34
Algebra	42	33
Restoration of antique furniture	37	30
Record keeping systems	27	25
Installing telephones	30	24
Bookshelf construction	26	20

Possible Occupations

Next, a battery of possible occupations was presented to each respondent.²³ Respondents were asked to indicate those occupations that they may or may not enjoy.

Occupations that respondents would enjoy included “movie critic” (71%), “camp counselor” (55%), “teacher” (52%), and “songwriter” (52%). Respondents indicated they would least enjoy being an “accounting clerk” (21%), “word processing operator” (24%), “accountant” (25%), or a “house painter” (25%).

Table 29

POSSIBLE OCCUPATIONS (Percent)		
Item	Like	Not Like
Movie critic	71	29
Camp counselor	55	45
Teacher	55	45
Songwriter	52	48
Sightseeing tour guide	50	50
Guitarist	44	56
Author	43	57
Computer scientist	41	59
Scientist	41	59
Company spokesperson	40	60
Emergency vehicle driver	39	61
Mayor	39	61
Hotel manager	37	63
Computer repairer	37	63
Environmental research worker	36	64
Science laboratory assistant	36	64
Traveling salesperson	33	67
Office assistant	30	69
Special education guide	27	73
House painter	25	74
Woodworking machine operator	25	75
Accountant	25	75
Word processing operator	24	76
Accounting clerk	21	79

When comparing propensed and non-propensed respondents, propensed respondents were more interested in being a “sightseeing tour guide” (54% vs. 48%), “computer scientist” (53% vs. 39%), “scientist” (47% vs. 39%), and “company spokesperson” (44% vs. 38%).

²³ Battery from Defense Manpower Data Center (DMDC), Armed Services Vocational Aptitude Battery (ASVAB) Interest Finder.

Table 30

POSSIBLE OCCUPATIONS–PROPENSED VS. NON-PROPENSED (Percent)		
Item	Like Propensed	Like Non-Propensed
Movie critic	75	69
Camp counselor	55	54
Teacher	50	57
Songwriter	50	52
Sightseeing tour guide	54	48
Guitarist	41	44
Author	39	45
Computer scientist	53	39
Scientist	47	39
Company spokesperson	44	38
Emergency vehicle driver	56	34
Mayor	45	37
Hotel manager	47	34
Computer repairer	50	32
Environmental research worker	40	35
Science laboratory assistant	42	34
Traveling salesperson	35	33
Office assistant	35	29
Special education guide	30	26
House painter	27	25
Woodworking machine operator	34	22
Accountant	33	22
Word processing operator	30	22
Accounting clerk	29	19

Lifestyle Characteristics

In addition to activities and interests of respondents, lifestyle characteristics were also important in identifying elements that were unique to each of the orientations. Note that during the interview, these batteries were asked at the end of the session.

Beliefs and Behaviors

Respondents were given a list of statements describing certain beliefs and behaviors.²⁴ For each item, respondents indicated whether the statement was extremely characteristic, somewhat characteristic, neither characteristic nor uncharacteristic, somewhat uncharacteristic, or extremely uncharacteristic of them. Most and least characteristic statements are listed below.

²⁴ Battery of items from: Tooke, W. S., & Ickes, W. (1988). A measure of adherence to conventional morality. *Journal of Social and Clinical Psychology*, 7, 310-334.

Most Characteristic

- “I am honest in the way I deal with people” (81%),
- “I use profanity in conversations with my friends” (54%),
- “It would not bother me if I were required to kill someone in self defense” (51%)
- “I would not steal something I needed, even if I were sure I could get away with it” (51%)

Least Characteristic

- “If I want to have sex with someone, I don’t worry about the complications it might cause” (11%),
- “There are people in this world that I would kill if I thought I could get away with it” (14%),
- “At parties I drink more than most of my friends” (17%), and
- “No matter how much I get in life, I won’t be satisfied” (17%)

Table 31

BELIEFS AND BEHAVIORS (Percent)			
Item	Characteristic	Uncharacteristic	Neither
<u>Irreverent</u>			
I use profanity in my conversations with friends	54	31	15
I like a good “dirty joke” now and then	48	37	16
There are people in this world I would kill if I thought I could get away with it	14	72	13
Some people get offended at the kind of language I use	24	56	21
I believe that if something feels good and is pleasurable, you should do it as much as possible	30	46	24
At parties, I drink more than most of my friends	17	61	21
<u>Selfish</u>			
If I want to have sex with someone, I don’t worry about the complications it might cause	11	76	13
No matter how much I get in life, I won’t be satisfied	17	63	19
I enjoy hearing about it when people I don’t like get themselves into trouble	34	43	23
<u>Conservative</u>			
I make sure that I get my share of whatever rewards are available	46	22	31
I am careful not to dress in a sexually provocative way	45	20	34
I am honest in the way I deal with people	81	10	7
<u>Honest</u>			
I am not willing to shift blame to others, even if it will keep me out of trouble	50	27	23
It would bother me if I were required to kill someone in self defense	51	35	13
I would not steal something I needed, even if I were sure I could get away with it	51	31	18

There were few major differences between propensed and non-propensed respondents. “I believe that if something feels good and is pleasurable, you should do it as much as possible” was more characteristic of propensed respondents (35%) than non-propensed respondents (28%). “It would bother me if I were required to kill someone in self-defense” and “I would not steal something, even if I were sure I could get away with it” were more characteristic of non-propensed respondents than propensed respondents.

Table 32

BELIEFS AND BEHAVIORS—PROPENSED VS. NON-PROPENSED		
(Percent)		
Item	Characteristic— Propensed	Characteristic— Non-Propensed
<i>Irreverent</i>		
I use profanity in my conversations with friends	55	54
I like a good “dirty joke” now and then	50	47
There are people in this world I would kill if I thought I could get away with it	17	13
Some people get offended at the kind of language I use	27	23
I believe that if something feels good and is pleasurable, you should do it as much as possible	35	28
At parties, I drink more than most of my friends	17	17
<i>Selfish</i>		
If I want to have sex with someone, I don’t worry about the complications it might cause	16	10
No matter how much I get in life, I won’t be satisfied	18	17
I enjoy hearing about it when people I don’t like get themselves into trouble	34	34
<i>Conservative</i>		
I make sure that I get my share of whatever rewards are available	45	46
I am careful not to dress in a sexually provocative way	45	44
I am honest in the way I deal with people	78	82
<i>Honest</i>		
I am not willing to shift blame to others, even if it will keep me out of trouble	50	50
It would bother me if I were required to kill someone in self defense	35	56
I would not steal something I needed, even if I were sure I could get away with it	44	53

Respondents’ Feelings about Risk and Planning

Next, respondents were asked about risk and planning. Presented with a short battery of statements, respondents were asked to indicate how much they agreed or disagreed with each one, using a one to five scale where one meant “strongly disagree” and five meant “strongly

agree.”²⁵ “I enjoy new and exciting experiences, even if they are a little frightening or unusual” was the most agreed upon item (71% of all respondents rated it a 5 or a 4). “I think that planning takes the fun out of things” was the least agreed upon item (23% of respondents rated it a 5 or a 4). As Table 34 shows, this was also true for propensed and non-propensed respondents.

Table 33

FEELINGS ABOUT RISK AND PLANNING (Percent)			
Item	Agree (Rated 4 or 5)	Disagree (Rated 1 or 2)	Neutral (Rated 3)
I enjoy new and exciting experiences, even if they are a little frightening or unusual	71	11	18
I enjoy taking risks	53	18	29
Life with no danger in it would be too dull for me	51	21	28
I often get in a jam because I do things without thinking	33	37	30
I have to use a lot of self-control to keep out of trouble	28	50	22
I think that planning takes the fun out of things	23	48	28

Table 34

FEELINGS ABOUT RISK AND PLANNING –PROPENSED VS. NON-PROPENSED (Percent)		
Item	Agree Propensed	Agree Non-Propensed
I enjoy new and exciting experiences, even if they are a little frightening or unusual	74	70
I enjoy taking risks	56	52
Life with no danger in it would be too dull for me	54	50
I often get in a jam because I do things without thinking	35	32
I have to use a lot of self-control to keep out of trouble	34	26
I think that planning takes the fun out of things	25	23

Perceptions and Personality

Another battery of items was presented that measured perceptions and personality.²⁶ Again, respondents were asked to rate each item using a one to five scale where one meant they “strongly disagreed” and five meant they “strongly agreed” with the item. Most and least agreed upon statements are shown below.

²⁵ Battery items from The 1998 NLSY79 Young Adult Questionnaire, *National Longitudinal Survey of Youth*.

²⁶ Couch, A. & Keniston, K. (1960). Yeasayers and naysayers: Agreeing response set as a personality variable. *Journal of Abnormal & Social Psychology*, 60, 151-174. Battery modified to reflect gender neutrality.

Most Agreed

- “I crave excitement” (68% agreed)
- “only the desire to achieve great things will bring a person’s mind into full activity” (57% agree)
- “my mood is easily influenced by the people around me” (53% agreed)

Least Agreed

- “I like nothing better than having breakfast in bed” (59% disagreed)
- “I really envy the person who can walk up to anybody and tell them off to their face” (49% disagreed)
- “I could really shock people if I said all of the dirty things I think” (47% disagreed)

Table 35

PERCEPTIONS AND PERSONALITY (Percent)			
Item	Agree (Rated 4 or 5)	Disagree (Rated 1 or 2)	Neutral (Rated 3)
<u>Feeble</u>			
My mood is easily influenced by the people around me	53	24	23
There are few more miserable experiences than going to bed night after night knowing you are so upset that worry will not let you sleep	42	28	30
In most conversations, I tend to bounce from topic to topic	41	28	30
Little things upset me	37	39	23
I could really shock people if I said all of the dirty things I think	34	47	19
I really envy the person who can walk up to anybody and tell them off to their face	28	49	23
<u>Aristocracy</u>			
Nothing is worse than an offensive odor	48	27	26
It is a wonderful feeling to be surrounded by your possessions	32	33	34
There are few things more satisfying than to really splurge on something-books, clothes, furniture, etc.	30	35	35
I like nothing better than having breakfast in bed	17	59	23
<u>Spontaneous</u>			
I crave excitement	68	9	23
I tend to make decisions on the spur of the moment	48	24	28
<u>Inspirational</u>			
Only the desire to achieve great things will bring a person’s mind into full activity	57	14	28
Drop reminders of yourself wherever you go and your life’s trail will be well remembered	37	21	41
Novelty has great appeal to me	29	19	52

Beliefs

The next battery focused on respondents' beliefs²⁷. Respondents evaluated each item using a one to five scale where one meant "strongly disagreed" with the statement and five meant "strongly agreed." Respondent's most and least agreed with the following statements:

Most Agreed

- "Parents should stimulate their children to try to be the best in class" (72% agreed)
- "Parents should be satisfied when their children grow up towards independence from them" (67% agreed)
- "Conflicts with our opponents are best resolved by both parties compromising a bit" (64% agreed)

Least Agreed

- "A husband and wife should have the same opinion on major political and religious hierarchical lines" (49% disagreed)
- "Decisions made by individuals are usually of higher quality than decisions made by groups" (46% disagreed), "Most people can be trusted" (45% disagreed)

Factor analysis resulted in the following seven distinct factors: "authority," "autonomous," "helping," "friendly," "steady," "question everything," and "destiny." Table 36 displays the factors and the individual items that loaded into them.

Table 36

BELIEFS (Percent)			
Item	Agree (Rated 4 or 5)	Disagree (Rated 1 or 2)	Neutral (Rated 3)
<u>Authority</u>			
One can be a good manager without having precise answers to most of the questions that subordinates may raise about their work	29	39	32
The main reason for having a hierarchical structure is so that everyone knows who has the authority over whom	29	35	36
When the man's career demands it, the family should make sacrifices	26	37	36
Decisions made by individuals are usually of higher quality than decisions made by groups	24	46	30
<u>Autonomous</u>			
Competition between employees usually does more harm than good	43	28	29
Today there seems to be an authority crises in organizations	35	19	45
An organization structure in which certain subordinates have two bosses should be avoided at all costs	28	32	40
<u>Helping</u>			
Parents should stimulate their children to try to be the best in class	72	8	20
Parents should be satisfied when their children grow up towards independence from them	67	10	23
Those who have been successful in life should help those who have been less successful	62	13	25

²⁷ Hofstede, G. (1980). *Cultures Consequences*, Beverly Hills, CA: Sage.

The individual who pursues his or her own interest makes the best possible contributions to society as a whole	53	15	33
<u>Friendly</u>			
Good personal relationships at work are more important than a high income	40	25	34
In order to have efficient work relationships, it is often necessary to bypass the hierarchical lines	34	20	47
Most people can be trusted	23	45	33
<u>Steady</u>			
Conflicts with our opponents are best resolved by both parties compromising a bit	64	8	28
Staying with one employer for a long time is usually the best way to get ahead	47	19	34
Most organizations would be better off if conflict could be eliminated forever	45	24	31
The employee who quietly does his or her duty is one of the greatest assets of an organization	43	25	32
<u>Question Everything</u>			
It is desirable that management authority can be questioned	61	9	29
It is all right for young people to be critical of their teachers	48	21	31
A company's or organization's rules should not be broken—not even when the employee thinks it is in the company's best interests	38	28	35
A husband and wife should have the same opinion on major political and religious hierarchical lines	29	49	21
<u>Destiny</u>			
Quite a few people have an inherent dislike of work and will avoid it if they can	54	12	34
When people have failed in life, it is often their own fault	45	25	30

While there was little variance between propensed and non-propensed respondents in evaluating this battery, some slight differences did emerged:

- Thirty-five percent of propensed respondents agreed with the statement “When a man’s career demands it, the family should make sacrifices.” Twenty-six percent of non-propensed respondents agreed with this statement.
- Thirty-five percent of propensed respondents agreed with the statement “The main reason for having a hierarchical structure is so that everyone knows who has the authority over whom.” Twenty-seven percent of non-propensed respondents agreed with this statement.
- Thirty-one percent of propensed respondents agreed with the statement “Decisions made by individuals are usually of higher quality than decisions made by groups.” Twenty-two percent of non-propensed respondents agreed with this statement.

Table 37

BELIEFS–PROPENSED VS. NON-PROPENSED (Percent)		
Item	Agree Propensed	Agree Non- Propensed
<u>Authority</u>		
One can be a good manager without having precise answers to most of the questions that subordinates may raise about their work	37	26
The main reason for having a hierarchical structure is so that everyone knows who has the authority over whom	35	27
When the man's career demands it, the family should make sacrifices	35	24
Decisions made by individuals are usually of higher quality than decisions made by groups	31	22
<u>Autonomous</u>		
Competition between employees usually does more harm than good	38	44
Today there seems to be an authority crises in organizations	34	35
An organization structure in which certain subordinates have two bosses should be avoided at all costs	29	28
<u>Helping</u>		
Parents should stimulate their children to try to be the best in class	70	73
Parents should be satisfied when their children grow up towards independence from them	66	67
Those who have been successful in life should help those who have been less successful	66	61
The individual who pursues his or her own interest makes the best possible contributions to society as a whole	58	51
<u>Friendly</u>		
Good personal relationships at work are more important than a high income	37	41
In order to have efficient work relationships, it is often necessary to bypass the hierarchical lines	37	33
Most people can be trusted	22	23
<u>Steady</u>		
Conflicts with our opponents are best resolved by both parties compromising a bit	63	64
Staying with one employer for a long time is usually the best way to get ahead	47	47
Most organizations would be better off if conflict could be eliminated forever	43	45
The employee who quietly does his or her duty is one of the greatest assets of an organization	47	41
<u>Question Everything</u>		
It is desirable that management authority can be questioned	57	62
It is all right for young people to be critical of their teachers	48	48
A company's or organization's rules should not be broken—not even when the employee thinks it is in the company's best interests	45	35
A husband and wife should have the same opinion on major political and religious hierarchical lines	32	28
<u>Destiny</u>		
Quite a few people have an inherent dislike of work and will avoid it if they can	55	53
When people have failed in life, it is often their own fault	44	45

Relationship with Parents or Guardians

Next, respondents were asked to evaluate their relationship with their parents or guardians.²⁸ Respondents indicated how much they agreed or disagreed with each statement presented, using a five-point scale, where one meant “strongly disagreed” with the statement and five meant “strongly agreed” with the statement.

Most Likely to Agree

- “There are different things that I will do differently from my mother and father when I become a parent” (71% agreed)
- “There are some things about me that my parents don’t know” (70% agreed)

Most Likely to Disagree

- “When I’ve done something wrong, I depend on my parents to straighten things out for me” (63% disagreed)
- “my parents know everything there is to know about me” (63% disagreed)

Factor analysis resulted in the following four distinct factors: “distant relationship,” “agreement,” “dependent/close relationship,” and “normal relationship.” The items that made up these factors are illustrated in Table 38.

Table 38

RELATIONSHIP WITH PARENTS			
Item	Agree (Rated 4 or 5)	Disagree (Rated 1 or 2)	Neutral (Rated 3)
<i><u>Distant Relationship</u></i>			
My parents probably talk about different things when I am around from what they talk about when I’m not	43	27	29
My parents act differently when they are with their own parents from the way they do at home	38	38	24
I have often wondered how my parents act when I’m not around	38	36	26
I might be surprised to see how my parents act at a party	35	44	21
My parents would be surprised to know what I’m like when I’m not with them	33	40	27
When I’ve done something wrong, I depend on my parents to straighten things out for me	15	63	23
<i><u>Agreement</u></i>			
When I become a parent, I’m going to treat my children in the exact way that my parents have treated me	28	48	25
My parents and I agree on everything	14	57	29
My parents hardly ever make mistakes	13	59	28
<i><u>Dependent/Close Relationship</u></i>			
There are some things about me that my parents don’t know	70	16	15
It’s better for kids to go to their best friend than to their parents for advice on	36	33	31

²⁸ Odum, A. (1988). Parental Relationships. The Odum Institute for Research and Social Science. University of North Carolina at Chapel Hill. <http://cgi.irss.unc.edu>.

some things			
If I was having a problem with one of my friends, I would discuss it with my mother or father before deciding what to do	34	40	26
My parents know everything there is to know about me	19	63	18
I go to my parents before trying to solve a problem myself	19	59	23
I try to have the same opinions as my parents	17	53	30
Even when my parents and I disagree, my parents are always right	14	61	25
<u>Normal Relationship</u>			
There are different things that I will do differently from my mother and father when I become a parent	71	11	17
My parents act pretty much the same way when they are with their friends as they do when they are at home with me	46	25	29
When they are at work, my parents act pretty much the same way they do when they are at home	41	29	31

Differences between propensed and non-propensed respondents included:

- Forty-five percent of propensed respondents agreed with “I have often wondered how my parents act when I’m not around” while 37 percent of non-propensed respondents agreed.
- Thirteen percent of propensed respondents agreed with “I go to my parents before trying to solve a problem myself” while 30 percent of non-propensed respondents agreed.
- Twenty-seven percent of propensed respondents agreed with the statement “If I was having a problem with one of my friends, I would discuss it with my mother or father before deciding what to do” while 36 percent of non-propensed respondents agreed.

Table 39

RELATIONSHIP WITH PARENTS–PROPENSED VS. NON-PROPENSED (Percent)		
Item	Agree Propensed	Agree Non- Propensed
<u>Distant Relationship</u>		
My parents probably talk about different things when I am around from what they talk about when I'm not	42	43
My parents act differently when they are with their own parents from the way they do at home	42	37
I have often wondered how my parents act when I'm not around	45	36
I might be surprised to see how my parents act at a party	40	33
My parents would be surprised to know what I'm like when I'm not with them	35	32
When I've done something wrong, I depend on my parents to straighten things out for me	18	14
<u>Agreement</u>		
When I become a parent, I'm going to treat my children in the exact way that my parents have treated me	26	28
My parents and I agree on everything	13	15
My parents hardly ever make mistakes	14	12
<u>Dependent/Close Relationship</u>		
There are some things about me that my parents don't know	71	69
It's better for kids to go to their best friend than to their parents for advice on some things	40	35
If I was having a problem with one of my friends, I would discuss it with my mother or father before deciding what to do	27	36
My parents know everything there is to know about me	19	19
I go to my parents before trying to solve a problem myself	13	20
I try to have the same opinions as my parents	21	16
Even when my parents and I disagree, my parents are always right	19	12
<u>Normal Relationship</u>		
There are different things that I will do differently from my mother and father when I become a parent	73	71
My parents act pretty much the same way when they are with their friends as they do when they are at home with me	48	45
When they are at work, my parents act pretty much the same way they do when they are at home	42	41

Patriotism

Respondents were asked to evaluate a battery of items dealing with the United States and their feelings toward their country.²⁹ Respondents evaluated each item using the same one to five scale where one meant “strongly disagree” and five meant “strongly agree.”

Most Likely to Agree

- “I am very proud to be an American” (82% agreed)
- “I feel very good when I see the American flag flying” (58% agreed)

Most Likely To Disagree

- “There are times when I feel ashamed to admit that I am an American” (66% disagreed)
- “Patriotism is old fashioned” (46% disagreed)

Table 40

PATRIOTISM (Percent)			
Item	Agree	Disagree	Neutral
I am very proud to be an American	82	6	13
I feel very good when I see the American flag flying	58	12	30
I feel very angry when people burn the American flag in protest	53	25	22
I have a very strong respect for the United States these days	50	20	30
I have an extremely strong love for my country	49	17	34
I could be happy living in some other country than the United States	44	37	19
I feel very angry when I hear someone criticizing the United States	38	29	33
Knowing that people see government secrets makes me extremely mad	33	35	32
I feel very emotional when I hear the national anthem	20	45	35
Patriotism is old fashioned	19	46	35
There are times when I feel ashamed to admit that I am an American	17	66	18

²⁹ Johnston, Pamela and Feldman, Stanley, “Studying Patriotism–Prepilot Results,” a report submitted to the Board of Overseers, National Election Study. Battery modified for clarity.

Patriotism was stronger for propensed respondents than non-propensed respondents. As Table 41 illustrates, propensed respondents agreed more strongly with almost all of the battery items.

Table 41

PATRIOTISM-PROPENSED VS. NON-PROPENSED (Percent)		
Item	Agree Propensed	Agree Non-Propensed
I am very proud to be an American	84	81
I feel very good when I see the American flag flying	65	56
I feel very angry when people burn the American flag in protest	65	49
I have a very strong respect for the United States these days	65	46
I have an extremely strong love for my country	56	46
I could be happy living in some other country than the United States	40	46
I feel very angry when I hear someone criticizing the United States	45	36
Knowing that people see government secrets makes me extremely mad	39	31
I feel very emotional when I hear the national anthem	31	16
Patriotism is old fashioned	24	18
There are times when I feel ashamed to admit that I am an American	18	16

APPENDIX A: PROPENSITY TO JOIN MILITARY MODELS³⁰

This model of the propensity to join the military focused mainly on the attributes, functional benefits, emotional benefits, and leadership trait questions in the Brand Architecture™ questionnaire. It was designed to examine how a difference in the ratings on these questions when describing a full-time job, a four-year college, and the military related to the likelihood of an individual joining the military. To examine this relationship, difference variables within each question set (questions 11-14 in the Brand Architecture™ questionnaire) were created. Two differences were calculated for each item in these questions – difference between the military perceptions and both the four-year college and full-time job perceptions.

For example, question 11 had 26 items (attributes), labeled A-Z. The first set of differences was calculated for each item by subtracting the rating given on question 11 part a (perception of going to a four-year college) from the rating given on question 11 part b (perception of joining the military). This was repeated for the second set of differences for items in question 11 by subtracting the twenty-six ratings on question 11 part c (perception of taking a full-time job) from their corresponding ratings on question 11 part b (perception of joining the military). A positive difference on one of the twenty-six traits indicated that it described the military to a greater degree than a four-year college (or a full-time job when looking at those differences). In the end, 52 new variables were created and labeled **ba11_A** through **ba11_Z** and **bc11_A** through **bc11_Z**. The labels indicated first what parts the differences were, **b - a** or **b - c**. Second, they indicated the question number (i.e., 11) and, finally, they indicated the corresponding item A-Z. In other words, **ba11_A** = 11b_A – 11a_A.

This entire procedure was repeated for questions 12-14 (benefits, values and leadership traits). Question 12 was coded into 36 new variables, as it has items A-R only, and was labeled **ba12_A** through **ba12_R** and **bc12_A** through **bc12_R**. A positive number indicated that the specific item (A-R) was more descriptive of the military than of a four-year college or a full-time job, depending on whether it was a **ba12** difference or a **bc12** difference respectively. Thirty (30) new variables were created from the 15 items in question 13 by again taking the differences: 13b-13a and 13b-13c for each of the 15 items A-O. Finally, 20 new difference variables were calculated between the ten items A-J of questions 14a, b, or c in the exact manner as described above.

Next, variable surrogates were identified by doing a factor analysis on the difference variables described above. The factor analysis consisted first of four separate analyses involving the difference data from a specific question, 11-14. This was then followed by several analyses investigating combinations of the variables. The factor analysis was conducted using the correlation matrix, followed by a varimax rotation. Missing values were excluded listwise. If two variables loaded highly together in the same factor, those two variables were potential surrogates for each other. If a potential surrogate for a significant variable in the model was substituted into the model and found significant, then the potential surrogate was upgraded to real surrogate status. The exploration of surrogates was conducted in ordinal regression models discussed below.

³⁰ The Modellers, a modeling and advanced quantitative design, analysis, and programming group located in Salt Lake City, Utah, conducted this analysis.

Several ordinal regression models were run with the difference variables to determine the significance of their association with likelihood to join the military (question S13 from the Brand Architecture screener). Ordinal regression is a generalized form of the traditional linear model. While the dependent variable is still a function of factors or covariates, it may fail to meet the assumptions necessary to estimate a traditional linear model. In this problem, two requirements were not met to perform traditional regression analysis. First, the dependent variable was not continuous, but rather took on discrete values that were ordered. Its distribution was then discrete, and in this case was an example of an ordinal multinomial distribution. The multinomial distribution was an extension of the binomial wherein the random variable in question took on more than two values. Second, the assumptions were again violated in that the relationship between the dependent and independent variables was probably not linear due to the nature of the ordinal ratings. This required consideration of a link function that modeled this non-linear nature. The link function used in PLUM regression was the Logit link:

$$f(z)=\log(z/(1-z)).$$

Twenty-six (26) out of the total number of difference variables were significant in predicting the likelihood of joining the military. They were:

ba11_b, ba11_e, ba11_h, ba11_t, ba11_w, ba11_x, bc11_a, bc11_g, bc11_l, bc11_o, bc11_t, bc11_u, ba12_d, ba12_f, ba12_l, ba12_n, bc12_b, bc12_d, bc12_i, ba13_g, ba13_l, ba13_k, bc13_k, ba14_a, ba14_c, and ba14_h.

This was determined by running dozens of models using backwards selection techniques beginning with different combinations of variables. Each variable was investigated through a series of surrogate model attempts by replacing it with potential surrogates in successive models. These regressions were performed in an attempt to find a satisfactory explanation of the response variable.

In the end, three dummy variables were created for each of the item differences found above. Using question 11 as an example again, the first dummy variable was set to one if the rating for military on that question was higher than both a four-year college and a full-time job and zero otherwise. In other words, if

$$\begin{aligned} &ba11_i > 0 \text{ and} \\ &bc11_i > 0, \end{aligned}$$

then the new dummy variable, say $q11i_1$, (where $i=A,B,C...Z$) equaled one for a given observation. It was zero otherwise. The results were one dummy variable for each item.

The second dummy variable was set to one if the rating for military on that question was higher than the rating for a four-year college, but lower than the rating for a full-time job and zero otherwise. This occurred if:

$$\begin{aligned} &ba11_i > 0 \text{ and} \\ &bc11_i < 0 \end{aligned}$$

the second dummy variable, say $q11i_2 = 1$, and zero otherwise, (where $i=A,B,C...Z$).

The third dummy variable was set to one if the rating for military on that question was higher than the rating for a full-time job, but lower than the rating for a four-year college and zero otherwise. This meant that if

$$\begin{aligned}ba11_i &< 0 \text{ and} \\bc11_i &> 0\end{aligned}$$

the third dummy variable, $q11i_3 = 1$ and zero otherwise. Overall, three dummy variables were created for each item within each question. In other words, 3 (# of dummies) \times 26 (# of items in question 11) $+ 3 \times 18$ (number of items in question 12) $+ 3 \times 15$ (# of items in question 13) $+ 3 \times 10$ (# of items in question 14) = 207 total dummy variables.

All missing values were set to zero. The way that these batteries of modified variables predicted likelihood to join the military explained which differences between the military, a full-time job, and four-year college were most influential. There were some items (attributes, functional benefits, emotional benefits, and traits) that the military should emphasize in general, while some would be most effective when highlighted relative to a competing opportunity. These variables were defined in such a way as to result in models showing which benefits items should be associated generally with the military and which should be positioned specifically against a full-time job or four-year college for maximum impact.

Based on *a priori* knowledge of differences in military perceptions by genders and other demographic categories, interaction terms were added between these significant difference variables and the demographic variables, including gender. The interaction terms were developed involving the difference data instead of the recoded data, because when the interaction terms were added to the recoded data, some of the variables lacked enough information to have valid estimates. Ordinal regression was run with question S13 as the response and each difference variable, demographic variable, and their interactions as covariates in SPSS (PLUM Regression).

Eight sets of models were examined using ordinal regression. The first set included the significant difference variables and their interactions with gender. The second set involved the significant difference variables and the military interactions. The third set investigated the GPA interaction effects. Models 4-8 involved the interactions with Service preferences, Army, Navy, Marine Corps, Air Force, Coast Guard, respectively with the significant difference variables. All models included the main effects of gender, GPA, military Service preference, and whether or not the respondent had family members who have served or are currently serving in the military, along with the designated interactions. These models again used backwards selection techniques to find what difference variables and interactions were significant. The following interactions were significant at the conclusion of this procedure:

BP1INT14 BP1INT19 BP1INT25 BP1INT28 BP1INT8 BP2INT1 BP2INT11 BP2INT15
BP2INT21 BP2INT22 BP2INT3 BP2INT4 BP3INT10 BP3INT11 BP3INT14 BP3INT2

BP3INT24 BP3INT27 BP3INT28 BP3INT3 BP3INT4 BP4INT11 BP4INT14 BP4INT16
BP4INT3 BP4INT5 BP5INT12 BP5INT15 BP5INT20 BP5INT21 BP5INT26 BP5INT28
GENINT1 GENINT12 GENINT16 GENINT21 GENINT28 GENINT3 GENINT6 GENINT8
GPAINT14 GPAINT17 GPAINT2 GPAINT21 GPAINT27 GPAINT28 GPAINT3 GPAINT6
MILINT1 MILINT10 MILINT11 MILINT12 MILINT13 MILINT14 MILINT16 MILINT3
MILINT4 MILINT8 MILINT9.

These variables were labeled as follows: BP1 was the first Military Service preference indicator variable, which referred to whether or not the Army was the most preferred Military Service. BP2 was the second Military Service preference indicator variable, which referred to whether or not the Navy was the most preferred Military Service. BP3 was the third Military Service preference indicator variable, which referred to whether or not the Marines Corps was the most preferred Military Service. BP4 was the fourth Military Service preference indicator variable, which referred to whether or not the Air Force was the most preferred Military Service. BP5 was the fifth preference indicator variable, which referred to whether or not the Coast Guard was the most preferred. MIL was the indicator variable for whether or not study subjects have family members who have served or were currently serving in the military. BP1INT19 referred to the interaction between the first Service preference indicator variable (preferred Army) and the 19th difference variable listed above. MILINT3 referred to the interaction between the indicator variable for family military involvement and the 3rd difference variable listed above.

The combination of the results from the analysis on the interaction data and the *a priori* assumption of differences led us to the conclusion that the interactions involving gender and grade point average (GPA) were most significant in predicting the likelihood of joining the military. Consequently, the original dataset was divided into four separate datasets containing males, females, those with high GPAs, and those with low GPAs.

As a first approach, models involving the recoded data were then considered. Recoded data were used instead of the difference data because the results of the analysis run on the difference data models were less significant and the findings were difficult to interpret. The models were estimated using two approaches to best manage the high levels of co-linearity among the different batteries of benefits and the high numbers of variables that could be included. First, models were estimated using a combination of manual and automatic stepwise (backward exclusion) ordinal logistic estimations within question battery. A total of 16 ordinal logistic regression analyses were run, one for each set of dummy variables created from the four question batteries (11-14) in each dataset (males, females, higher GPA, and lower GPA). Because SPSS did not allow for stepwise ordinal regression, ordinal logistic regressions were run in STATISTICA.

Variables in each regression battery that were highly correlated with each other and, therefore, were not allowing the regressions to converge were eliminated. These were run in the context of understanding the factor and correlation patterns of the independent variables and surrogates were tested as the process progressed. So, as variables that were insignificant at a .15 level were removed, the surrogates for these variables were used as replacements. All surrogates were tested in successive attempts. An iterative process was used, removing variables starting at a .9 level and ending on a .15 level.

The second approach used a Bayesian variable selection model. Bayesian variable selection methods were first introduced to determine which independent variables enter into a linear regression model (Mitchell and Beauchamp 1988; George and McCulloch 1993, 1997; Raftery, Madigan and Hoeting 1997). The ideas were developed further by Smith and Kohn (1996) who applied them to estimating regression functions non-parametrically.

In summary, Bayesian variable selection procedures are iterative schemes that use a Gibbs Sampling step to carry out the calculation of the likelihood of the most likely models. Each model uses a subset of the total number of variables. The reliance on the Gibbs sampling and more generally a Monte Carlo Markov Chain (MCMC) theoretically ensures that the process converges to the posterior distribution which in this case not only contains the parameters, but also the variables to be included in the model. Another advantage, or at least another way to explain it, is that the method takes into account the likelihood (or the probability) of a model and only considers and steps through the most likely ones. All methods aim at reducing the number of models to investigate and still hope to converge to the most likely one. Consider a problem with 100 variables; a priori to find out the best model 2^{100} models should be estimated and compared.

Stepwise, Backward or Forward selections are different methods that all estimate a subset of the total number of models. To pursue the example, Backward and Forward selections would both estimate only 100 models (with 100 variables to select from). A strength of the Bayesian methodology is to put on top of the process a distribution which reduces the numbers of models to investigate by sampling more heavily in the space containing highly likely models and less heavily in the one containing unlikely models. Moreover, it has advantages computationally because much of the calculations made at a specific iteration can be updated rather than computed from scratch again.

In this study, 100,000 iterations were used. This meant that 100,000 models were estimated. However, after a convergence period, only the best subsets were systematically considered. In other words, the most likely models were most probably discovered early in the process and were then sampled according to their probability of being the true model. In extreme cases, if all subsets had been equally likely to form the true model, then most of the 100,000 models considered would have been different. On the other hand, in a case where one model very clearly dominated all others, it would have been sampled 100,000 times.

In the end, two possibilities were left: either the most likely model is kept to represent the best subset of variables or, because the method estimate for each model considered a probability of being the best subset, an average model can be used. This process is called model averaging and produces a model that weigh all models considered by their probability of being the right one.

In this study, model averaging was used to provide robust estimates of which variables should be included or excluded. These models were run in GAUSS based on the HB Regression code created by Greg M. Allenby.³¹

³¹ Greg M. Allenby teaches marketing management, marketing research and advanced statistics at the Fisher College of Business, the Ohio State University.

Results from the stepwise ordinal logistic regressions run in STATISTICA and the results from the Bayesian variable selection model in GAUSS were outputted into excel worksheets so that the output could be compared and a final solution could be determined. The results of the stepwise process and the variable selection were compared. While results from the two approaches generally agreed with one another and were complimentary at a higher level, the variable selection models provided more detailed and robust output. This confirmed the presumption of the need for the variable selection procedure. The final results were from the variable selection approach.

Tables 42-46 show, respectively, the results for overall, male, female, higher GPA, and lower GPA. In these tables, the significant variables that help to distinguish the military from full-time job and four-year college are listed. For ease of interpretation and use, the coefficients from the final solutions corresponding to all datasets have been converted to an importance index. All coefficients from a model were indexed against the highest or most important variable. In other words, all coefficients were divided by the value of the most important variable. This most important variable in each model thereby becomes 100 percent or one in the index. With the index, it became easy to understand the ordering and relative importance of the different benefits in terms of their association with a higher likelihood of joining the military.³²

³² While beyond the scope of this contract, it would be an easy step to incorporate the propensity to join the military models into an optimization module, in Microsoft Excel. This module could prioritize communications messages and indicate the amount of expenditure that should be optimally allocated to each message. Communications strategies could be optimized for messages for which the military is superior to both full-time job and four-year college, the military is superior to full-time job or the military is superior to four-year college. The optimizer could rank order the benefit perceptions from most prominent in a communications campaign to least. The messages could be allocated a spend budget and the targeted change in perception noted. For more information, contact Dr. James A. Hoskins, Wirthlin Worldwide.

Table 42

MILITARY BETTER THAN FULL-TIME JOB OR FOUR-YEAR COLLEGE (Index Score)	
Developing high paying full-time job skills	100
Making and having good friends	35
Feeling financially successful	34
Feeling very little stress or worry	18
Being in control of your life	16
Doing the things that I enjoy most	10
Being able to balance the demands of family, friends, and job	7
Living close to family friends	5
Caring - demonstrates care and concern about people	4
Always knowing what is expected of me	4
Military Better than Full-Time Job	
Developing personal discipline	55
Being in an orderly, structured environment	44
Doing important things for the country	25
Always knowing what is expected of me	25
Getting feedback on whether I am performing well	16
Having the opportunity to travel	13
Learning and working in a supportive environment	12
Visionary - has a clear vision for the future, forward looking	12
Not having to waste my time on unnecessary activities	7
Popular - number one, lots of people like them, a favorite among people	6
Military Better than Four-Year College	
Having opportunities for continuing my education	52
Disciplined - having self-discipline	44
Having opportunities to solve problems	32
Seeing and doing exciting things	19
Having a good quality of life	9
Being able to grow up and mature	8
Feeling respected for who you are and what you do	8
Doing important things for the country	8
Being able to balance the demands of family, friends, and job	7
Knowing that my efforts are being noticed	6
Visionary - has a clear vision for the future, forward looking	4

Table 43

MILITARY BETTER THAN FULL-TIME JOB OR FOUR-YEAR COLLEGE (MALES) (Index Score)	
Developing high paying job skills	82
Being in control of your life	35
Feeling financially successful	33
Caring - demonstrates care and concern about people	31
Feeling like you are making smart choices	16
Learning new and challenging things	11
Making and having good friends	8
Feeling very little stress or worry	8
Being able to build a successful career	7
Being able to specialize in an interesting trade	7
Feeling respected for who you are and what you do	5
Always knowing what is expected of me	4
Having opportunities to solve problems	4
Military Better than Full-Time Job	
Developing personal discipline	100
Visionary - has a clear vision for the future, forward looking	30
Being in an orderly, structured environment	19
Getting feedback on whether I am performing well	15
Doing important things for the country	13
Effective - able to get things done, can deliver on promises	13
Always knowing what is expected of me	13
Trustworthy-honest in dealings, can rely on them	11
Being able to protect our freedom	9
Having monetary rewards based on ability and effort	8
Popular - number one, lots of people like them, a favorite among people	6
Learning and working in a supportive environment	6
Military Better than Four-Year College	
Disciplined - having self-discipline	62
Having opportunities for continuing my education	41
Having opportunities to solve problems	23
Seeing and doing exciting things	19
Being able to build a successful career	18
Doing important things for the country	16
Having a good quality of life	15
Team-oriented - able to work effectively as part of a team	13
Innovative - creative, new ways of doing things	13
Being able to grow up and mature	18
Not doing things against my better judgment	10
Feeling financially successful	10
Being able to improve my standard of living	10
Visionary - has a clear vision for the future, forward thinking	8
Having a lot of work experience	7
Learning new and challenging things	6

Table 44

MILITARY BETTER THAN FULL-TIME JOB OR FOUR-YEAR COLLEGE (FEMALES)	Index Score
Visionary - has a clear vision for the future, forward looking	100
Developing high paying job skills	74
Being able to balance the demands of family, friends, and job	74
Having a mentor that cares to develop my potential	71
Making and having good friends	63
Living close to family friends	31
Learning and working in a supportive environment	31
Feeling very little stress or worry	29
Working with people that are warm and friendly	28
Being part of a team	22
Doing the things that I enjoy most	19
Heritage - has strong heritage and traditions	19
Receiving good pay and benefits	11
Gaining valuable work experience	7
Military Better than Full-Time Job	
Having a lot of work experience	45
Helping out significantly with my financial needs	34
Developing high paying job skills	24
Having a good career opportunities	24
Caring - demonstrates care and concern about people	24
Working with people that are warm and friendly	21
Team-oriented - able to work effectively as part of a team	20
Feeling good about your decisions	19
Always knowing what is expected of me	15
Being in an orderly, structured environment	14
Having good relationships with family, friends and job	11
Feeling confident	11
Building a successful track record	11
Feeling like you are assisting and contributing to others	10
Learning new and challenging things	8
Developing high paying full-time job skills	7
Military Better than Four-Year College	
Getting feedback on whether I am performing well	82
Being part of a team	55
Self-reliant - independent, determined, able, confident	50
Working with people that are warm and friendly	42
Keeping the country safe and strong	29
Knowing that my efforts are being noticed	28
Making a difference with your life	19
Being able to balance the demands of family, friends, and job	17
Doing the things that I enjoy most	14
Gaining valuable work experience	13
Being able to make my own choices	8
Feeling like a successful person	8

Table 45

ADDITIONAL PROPENSITY MODELS-ACROSS ALL HIGHER GPAs (All As OR As and Bs)	
	Index Score
Having good relationships with family, friends, and job	88
Feeling very little stress or worry	32
Visionary - has a clear vision for the future, forward thinking	29
Living close to family friends	25
Making and having good friends	18
Learning new and challenging things	16
Being in an orderly, structured environment	15
Having a good education	13
Being able to specialize in an interesting trade	13
Doing the things that I enjoy most	12
Developing high paying job skills	11
Feeling financially successful	9
Working with people that are warm and friendly	9
Feeling respected for who you are and what you do	8
Military Better than Full-Time Job	
Always knowing what is expected of me	100
Developing personal discipline	50
Receiving good pay and benefits	44
Being in an orderly, structured environment	38
Working with people that are warm and friendly	33
Helping out significantly with my financial needs	31
Developing high paying job skills	26
Doing important things for the country	23
Having monetary rewards based on ability and effort	20
Caring - demonstrates care and concern about people	16
Heritage - has strong heritage and traditions	15
Having good relationships with family and friends and job	14
Not having to waste my time on unnecessary activities	13
Having a lot of work experience	9
Popular - number one, lots of people like them, a favorite among people	8
Military Better than Four-Year College	
Knowing that my efforts are being noticed	93
Having opportunities for continuing my education	67
Disciplined - having self-discipline	58
Making your family proud of your accomplishments	49
Having a good education	40
Seeing and doing exciting things	34
Feeling like a successful person	31
Keeping the country safe and strong	27
Being able to balance the demands of family, friends, and job	26
Feeling like you are making smart choices	25
Having opportunities to solve problems	17
Being able to improve my standard of living	11
Feeling respected for who you are and what you do	10
Getting feedback on whether I am performing well	7

Table 46

ADDITIONAL PROPENSITY MODELS-ACROSS ALL LOWER GPAs (All Cs OR Bs And Cs)	
	Index Score
Caring - demonstrates care and concern about people	45
Living close to family and friends	33
Having monetary rewards based on ability and effort	26
Feeling like you are making smart choices	25
Feeling very little stress or worry	21
Making and having good friends	20
Being in control of your life	20
Developing high-paying job skills	18
Seeing and doing exciting things	17
Receiving good pay and benefits	17
Doing important things for the country	15
Knowing that my efforts are being noticed	13
Being able to make my own choices	11
Getting feedback on whether I am performing well or poorly	10
Being able to improve my standard of living	8
Being able to balance the demands of family, friends, and job	8
Being able to protect our freedom	8
Being part of a team	7
Feeling respected for who you are and what you do	7
Being able to build a successful career	7
Doing the things that I enjoy most	7
Being motivated to do your best	6
Always knowing what is expected of me	5
Military Better than Full-Time Job	
Getting feedback on whether I am performing well or poorly	100
Being in control of your life	77
Having good relationships with family and friends	54
Learning new and challenging things	50
Being able to compete for the best jobs	39
Doing important things for the country	34
Feeling like you are making smart choices	29
Always knowing what is expected of me	21
Not having to waste my time on unnecessary activities	19
Having the opportunity to travel	14
Popular - number one, lots of people like them, a favorite among people	12
Having monetary rewards based on ability and effort	12
Feeling like a successful person	12
Having opportunities to solve problems	11
Not doing things against my better judgment	11
Feeling confident	10
Having a good education	9
Knowing that my efforts are being noticed	9
Being motivated to do your best	8

Having a mentor that cares to develop my potential	8
Military Better than Four-Year College	
Working with people that are warm and friendly	41
Having a good quality of life	38
Doing important things for the country	35
Having opportunities to solve problems	31
Having opportunities for continuing my education	29
Learning and working in a supportive environment	26
Receiving good pay and benefits	25
Team-oriented - able to work effectively as part of a team	24
Getting feedback on whether I am performing well or poorly	24
Self-Reliant - independent, determined, able, confident	21
Being competent and doing the right things	20
Having a full-time job with a future	20
Having a good education	19
Being able to grow up and mature	19
Not doing things against my better judgment	18
Living close to family and friends	18
Feeling self-reliant	17
Effective - able to get things done, can deliver on promises	16
Keeping the country safe and strong	16
Being able to balance the demands of family, friends, and job	16
Having good relationships with family and friends	15
Being motivated to do your best	15
Feeling financially successful	14
Building a successful track record	12
Having a lot of work experience	10
Being able to build a successful career	8
Feeling like a successful person	5

APPENDIX B: MILITARY SERVICE PREFERENCE MODELS

This model attempts to capture how the ratings of attributes, functional benefits, emotional benefits, and traits (describing the preferred military Service) and demographic data relate to the Service most preferred. The data set used in the final analysis included the military Service most preferred, the ratings for the attributes, functional benefits, emotional benefits, and traits (describing the preferred military branch), gender, GPA, and ethnicity.³³

First, variable surrogates were found by doing a factor analysis on the attribute, functional consequence, emotional consequence and trait variables. The factor analysis consisted of separate analyses for each of these groups of variables. This was then followed by several analyses investigating combinations of the variables. Factor analysis was conducted using the correlation matrix, followed by a varimax rotation. Missing values were excluded list wise. If two variables loaded highly together in the same factor, those two variables were potential surrogates for each other. If a potential surrogate for a significant variable in the model was substituted into the model and found significant, then the potential surrogate was upgraded to real surrogate status. The exploration of surrogates was conducted in the ordinal regression models discussed below.

Next, models were estimated using a combination of manual and automatic stepwise (backward exclusion) multinomial logistic estimations within question batteries. Four (4) ordinal logistic regression analyses, one for each grouping of variables (attributes, functional benefits, emotional benefits, and traits) were conducted.³⁴ Analyses were conducted in the context of understanding the factor and correlation patterns of the independent variables, and surrogates were tested as the process progressed. So, as variables that were insignificant at a .15 level were removed, the surrogates for these variables were used as replacements. All surrogates were tested in successive attempts, using an iterative process removing variables starting at a .9 level and ending on a .15 level.³⁵

Finally, based on the results from the multinomial logistic regression, a “simulation tool” was created in which the values for attributes, functional benefits, emotional benefits, and traits could be input and the probability of being in one of the five Services determined. This tool was used to show the impact of changing each variable from a description score of 5 to 10. Table 47 shows the impacts and whether it is a significant variable overall.³⁶

³³ Initially, factor analysis was conducted on selected attitude and lifestyle batteries from the Brand Architecture™ questionnaire, and the factors were included. Subsequently, these factors were removed from the analysis because of high levels of co-linearity and were not used in the final analysis. Batteries included Tooke and Ickes’s “Conventional Morality Scale,” Couch and Keniston’s “Yeasayers and Naysayers Personality Variables,” Hofstede’s “Cultures Consequences,” and Odum’s questions related to family relationships.

³⁴ Ordinal logistic regressions were run in STATISTICA.

³⁵ Parameter estimates, standard errors, t-ratios, and confidence intervals for each of the levels (Service) are available from Wirthlin Worldwide upon request.

³⁶ A multinomial logit model was used, where one variable is parsed across the different alternatives (Services) to see if it explains differences in the choice of those branches as most preferred. As such, the different Services represent a closed system of relationships, and if a variable is significant for at least one of the Services it is a significant variable in the system and should not be removed from any of the Services.

Table 47

Military Service Preference Models – Impact of Changing Description Scores										
Items	Army	P	Navy	P	Air Force	P	Marines	P	Coast Guard³⁷	Overall Significant
Being in an orderly, structured environment	20.0%	50%	-0.7%	70%	-9.7%	78%	-7.7%	75%	-24.7%	Maybe
Living close to family friends	13.2%	19%	14.6%	19%	-17.9%	69%	-0.9%	33%	-28.1%	Maybe
Having the opportunity to travel	-45.3%	82%	243.0%	1%	-78.3%	7%	-18.5%	65%	-37.2%	Maybe
Being able to specialize in an interesting trade or field	41.0%	62%	-59.4%	15%	61.1%	47%	-68.6%	6%	2.0%	Maybe
Having a good education	2.2%	62%	-57.6%	6%	-29.1%	27%	53.1%	91%	42.7%	Maybe
Doing important things for the country	-0.4%	34%	66.5%	9%	-31.2%	68%	-1.7%	32%	-45.7%	Maybe
Making and having good friends	29.1%	69%	-41.3%	8%	-21.7%	20%	0.4%	39%	65.5%	Maybe
Developing personal discipline	-52.9%	66%	19.2%	53%	-30.7%	99%	84.2%	25%	-31.6%	No
Being part of a team	-70.3%	4%	-23.3%	39%	90.5%	88%	-7.3%	49%	67.3%	No
Having a job with a future	-17.2%	88%	-20.7%	83%	-19.0%	85%	52.3%	51%	-6.1%	No
Having a lot of work experience	-29.4%	77%	-14.2%	57%	98.2%	6%	-43.8%	97%	-42.3%	No
Developing high paying job skills	1.8%	52%	36.4%	28%	-82.8%	9%	63.5%	18%	-39.3%	No
Receiving good pay and benefits	-7.5%	99%	5.0%	86%	35.6%	58%	-27.6%	71%	-6.8%	No
Knowing that my efforts are being noticed	-10.8%	61%	100.0%	11%	-35.2%	95%	-8.7%	58%	-38.2%	No
Not doing things against my better judgment	79.9%	69%	-59.3%	1%	-46.9%	2%	-36.8%	4%	137.8%	No
Knowing that I am being treated fairly and equally	78.0%	4%	-20.4%	36%	-14.7%	28%	-49.6%	82%	-56.1%	No
Being competent and	-67.6%	5%	32.2%	81%	55.6%	98%	-9.7%	44%	58.5%	No

³⁷ There are five levels or alternatives in the model (Army, Navy, Marine Corps, Air Force, and Coast Guard). The model only estimates coefficients for four of these alternatives, with Coast Guard being the base level. The coefficients calculated are actually differences from the base case. Since Coast Guard is the base alternative, all intercepts and coefficients are interpreted as a difference from Coast Guard. So, the intercept for the first alternative is interpreted as the general difference between Army and Coast Guard and not taken into account by the other variables in the model.

doing the right things										
Having opportunities to solve problems	-25.8%	5%	83.2%	40%	-61.5%	0%	-20.3%	5%	268.7%	No
Having a mentor that cares to develop my potential	62.1%	15%	-47.9%	43%	-6.6%	71%	-29.1%	85%	-22.1%	No
Having monetary rewards based on ability and effort	-57.1%	16%	-27.9%	69%	-26.9%	68%	110.7%	11%	-10.9%	No
Performing tasks that use my knowledge and abilities	-21.3%	55%	-22.3%	54%	-5.1%	37%	53.8%	12%	-50.2%	No
Getting feedback on whether I am performing well or poorly	-33.1%	48%	15.6%	86%	59.6%	48%	-30.7%	53%	2.9%	No
Not having to waste my time on unnecessary activities	0.9%	53%	7.5%	43%	19.6%	30%	-19.3%	86%	-25.9%	No
Being able to balance the demands of family, friends, and job	-9.8%	65%	2.3%	83%	-24.7%	41%	30.5%	80%	14.4%	No
Working with people that are warm and friendly	-7.1%	93%	-33.6%	51%	-10.1%	89%	39.5%	55%	-2.1%	No
Being able to make my own choices	-9.8%	48%	-11.1%	50%	56.2%	6%	-28.6%	82%	-36.3%	No
Having opportunities for continuing my education	8.7%	6%	-9.1%	9%	-2.0%	6%	13.3%	4%	-73.8%	No

Being able to build a successful career	-60.8%	40%	148.4%	23%	-60.1%	38%	36.8%	57%	-16.0%	No
Being able to grow up and mature	100.2%	4%	-44.3%	70%	-9.4%	25%	-64.5%	80%	-57.6%	No
Earning a high salary	-4.7%	23%	-9.7%	20%	10.8%	29%	-25.3%	9%	124.6%	No
Learning new and challenging things	75.1%	46%	-85.2%	3%	27.5%	69%	-56.3%	33%	-7.9%	No
Being able to protect our freedom	135.9%	1%	-51.4%	36%	-67.6%	71%	-40.4%	21%	-74.9%	Yes
Gaining valuable work experience	3.0%	44%	-27.1%	66%	-64.5%	62%	86.3%	10%	-48.1%	Yes
Having a good career opportunities	-26.9%	34%	-43.1%	49%	145.8%	1%	-69.3%	94%	-67.4%	Yes
Always knowing what is expected of me	28.2%	33%	-3.0%	15%	-34.5%	4%	-30.0%	4%	157.8%	Yes
Having good relationships with family and friends	24.1%	68%	-48.1%	5%	-1.4%	38%	-7.4%	34%	56.2%	Yes
Seeing and doing exciting things	-47.4%	32%	-4.0%	99%	3.2%	92%	53.8%	47%	-3.1%	Yes
Doing the things that I enjoy most	-33.1%	78%	28.4%	37%	-3.5%	70%	27.7%	37%	-22.1%	Yes
Being able to compete for the best jobs	-1.1%	40%	30.5%	68%	-41.0%	10%	6.9%	45%	70.0%	Yes
Keeping the country safe and strong	-49.8%	29%	13.3%	94%	37.6%	86%	7.4%	88%	19.9%	Yes
Being able to improve my standard of living	-20.8%	100%	45.9%	36%	21.5%	50%	-21.8%	98%	-20.8%	Yes
Building a successful track record	-0.3%	63%	22.9%	87%	-12.1%	48%	-10.0%	51%	36.5%	Yes
Helping out significantly with my financial needs	-34.2%	28%	-25.2%	20%	7.1%	5%	62.1%	1%	-67.9%	Yes

Learning and working in a supportive environment	13.8%	25%	-9.4%	11%	22.9%	28%	-60.9%	0%	137.3%	Yes
Making a difference with your life	39.4%	17%	-57.5%	0%	-47.5%	1%	-34.2%	2%	340.6%	Yes
Having a good quality of life	-51.2%	62%	84.3%	5%	-45.0%	51%	62.7%	6%	-68.4%	Yes
Feeling good about your decisions	-1.5%	15%	-46.0%	42%	101.6%	3%	-52.0%	49%	-73.7%	Yes
Feeling respected for who you are and what you do	55.5%	38%	-82.2%	12%	56.6%	36%	-59.3%	54%	-30.7%	Yes
Having others care about you	-72.1%	23%	70.1%	17%	-9.2%	63%	53.8%	21%	-35.2%	Yes
Feeling like you are assisting and contributing to others	-52.5%	21%	33.7%	95%	19.6%	94%	13.8%	89%	26.6%	Yes
Being in control of your life	-7.1%	42%	31.3%	80%	-38.6%	11%	14.6%	63%	52.1%	Yes
Being motivated to do your best	-25.8%	84%	21.7%	65%	58.9%	40%	-38.6%	64%	-13.8%	Yes
Feeling like you are making smart choices	-78.3%	51%	25.9%	15%	-18.8%	37%	103.7%	5%	-62.0%	Yes
Feeling like a successful person	39.5%	59%	-57.6%	6%	-17.0%	22%	-16.5%	25%	116.6%	Yes
Feeling confident	-64.3%	7%	44.8%	71%	-39.5%	17%	60.1%	77%	107.6%	Yes
Feeling self-reliant	92.3%	11%	55.5%	19%	-65.4%	66%	-65.6%	67%	-51.3%	Yes
Feeling very little stress or worry	85.0%	9%	-37.1%	79%	-43.9%	61%	-24.5%	93%	-28.0%	Yes
Making your family proud of your accomplishments	48.4%	1%	-13.0%	7%	14.7%	2%	-45.9%	28%	-71.8%	Yes
Feeling financially successful	20.3%	82%	-11.8%	83%	35.8%	67%	-50.8%	26%	2.8%	Yes

Trustworthy - honest in dealings, can rely on them	-44.4%	77%	-49.6%	88%	14.9%	22%	78.7%	6%	-54.7%	Yes
Caring - demonstrates care and concern about people	21.4%	56%	-30.2%	15%	43.3%	75%	-62.7%	1%	74.3%	Yes
Innovative - creative, new ways of doing things	-54.4%	10%	84.3%	60%	-29.8%	33%	31.0%	99%	30.0%	Yes
Effective - able to get things done, can deliver on promises	-54.5%	86%	159.6%	9%	-50.8%	94%	20.2%	34%	-47.4%	Yes
Heritage - has strong heritage and traditions	-2.3%	52%	-5.9%	45%	31.4%	88%	-29.1%	12%	24.3%	Yes
Popular - number one, lots of people like them, a favorite among people	-32.2%	12%	4.3%	60%	8.4%	63%	19.0%	81%	31.5%	Yes
Visionary - has a clear vision for the future, forward looking	51.5%	68%	-48.2%	26%	23.1%	91%	-53.2%	18%	13.6%	Yes
Disciplined - having self-discipline	33.7%	82%	-58.1%	18%	39.6%	84%	-54.4%	18%	68.5%	Yes
Team-oriented - able to work effectively as part of a team	-35.5%	65%	19.7%	35%	-5.2%	39%	45.4%	21%	-59.4%	Yes
Self-reliant - independent, determined, able, content	91.6%	22%	-66.4%	19%	-53.5%	36%	-6.5%	85%	-17.2%	Yes

APPENDIX C: FACTOR ANALYSIS

Factor analysis attempts to identify underlying variables, or factors, that explain the pattern of correlations within a set of observed variables. Factor analysis is often used in data reduction to identify a small number of factors that explain most of the variance observed in a much larger number of manifest variables. One factor analysis was conducted using the beliefs and behaviors battery. Four relevant dimensions emerged. Table 48 illustrates the factor loadings. The numbers in bold represent high loadings, indicating a strong relationship with underlying dimensions. Total variance explained by the four factors = 55.18%.

Table 48

Factor Analysis for Beliefs and Behaviors				
	Rotated Component Matrix Factor Loadings			
Variables	Irreverent	Selfish	Conservative	Honest
Q17a - I use profanity in my conversations with friends	0.7983	0.0938	0.0399	-0.0320
Q17d - I like a good “dirty joke” now and then	0.7416	0.1168	0.1065	-0.0160
Q17c - Some people get offended at the kind of language I use	0.7193	0.1907	-0.0293	-0.1565
Q17i - I believe that if something feels good and is pleasurable, you should do it as much as possible	0.5768	0.3601	-0.0882	0.1945
Q17h - At parties, I drink more than most of my friends	0.5185	0.3462	-0.2358	0.1360
Q17b - There are people in this world I would kill if I thought I could get away with it	0.4779	0.3456	-0.0068	-0.3128
Q17f - No matter how much I get in life, I won't be satisfied	0.1084	0.7812	0.0424	-0.0362
Q17e - If I want to have sex with someone, I don't worry about the complications it might cause	0.3293	0.5660	-0.2930	-0.0034
Q17g - I enjoy hearing about it when people I don't like get themselves into trouble	0.3858	0.5377	0.1991	-0.1205
Q17o - I make sure that I get my share of whatever rewards are available	0.2364	0.2644	0.7034	-0.0531
Q17n - I am careful not to dress in a sexually provocative way	-0.2461	-0.0406	0.6781	0.1147
Q17m - I am honest in the way I deal with people	0.1765	-0.2459	0.6614	0.3592
Q17k - It would bother me if I were required to kill someone in self defense	-0.3492	0.1903	0.0835	0.6402
Q17j - I am not willing to shift blame to others, even if it will keep me out of trouble	0.3255	-0.1287	0.0556	0.6337
Q17l - I would not steal something I needed, even if I were sure I could get away with it	-0.1586	-0.1334	0.4216	0.5345

A second factor analysis was conducted using the perceptions and personality battery. Four relevant dimensions emerged. Table 49 illustrates the factor loadings. The numbers in bold represent high loadings, indicating a strong relationship with underlying dimensions. Total variance explained by the four factors = 48.08%.

Table 49

Factor Analysis for Perceptions and Personality				
	Rotated Component Matrix Factor Loadings			
Variables	Feeble	Aristocracy	Spontaneous	Inspirational
Q19j - There are few more miserable experiences than going to bed night after night knowing you are so upset that worry will not let you sleep	0.6457	0.1170	-0.1670	0.1766
Q19l - Little things upset me	0.6418	0.0371	0.1203	0.1591
Q19h - I really envy the person who can walk up to anybody and tell them off to their face	0.5691	0.4413	-0.0874	-0.0866
Q19o - My mood is easily influenced by the people around me	0.5550	0.1229	0.2289	0.1037
Q19i - I could really shock people if I said all of the dirty things I think	0.5365	0.0921	0.2065	-0.0317
Q19g - In most conversations, I tend to bounce from topic to topic	0.4595	0.1913	0.3727	-0.1826
Q19f - Nothing is worse than an offensive odor	0.0860	0.7054	0.1180	-0.1181
Q19c - It is a wonderful feeling to be surrounded by your possessions	0.0929	0.6419	0.2483	0.1958
Q19d - There are few things more satisfying than to really splurge on something-books, clothes, furniture, etc.	0.1616	0.5624	-0.0511	0.3931
Q19n - I like nothing better than having breakfast in bed	0.1427	0.5566	0.0249	0.0700
Q19b - I crave excitement	0.0243	0.1048	0.7787	0.1763
Q19k - I tend to make decisions on the spur of the moment	0.3895	0.0731	0.6569	0.0611
Q19a - Novelty has a great appeal to me	0.1053	-0.0488	-0.0629	0.7486
Q19e - Only the desire to achieve great things will bring a person's mind into full activity	-0.1473	0.1904	0.2963	0.5847
Q19m - Drop reminders of yourself wherever you go and your life's trail will be well remembered	0.3078	0.1498	0.1735	0.4968

A third factor analysis was conducted using the beliefs battery. Seven relevant dimensions emerged. Table 50 illustrates the factor loadings. The numbers in bold represent high loadings, indicating a strong relationship with underlying dimensions. Total variance explained by the seven factors = 50.35%.

Table 50

Factor Analysis for Beliefs							
	Rotated Component Matrix Factor Loadings						
Variables	Authority	Auto-nomous	Helping	Friendly	Steady	Question Everything	Destiny
Q20f - Decision made by individuals are usually of higher quality than decisions made by groups	0.7086	0.2004	-0.0656	0.1049	0.0043	0.0820	-0.0654
Q20g - One can be a good manager without having precise answers to most of the questions that subordinates may raise about their work	0.6449	0.0727	0.0698	0.1565	-0.0171	0.0920	0.0338
Q20e - The main reason for having a hierarchical structure is so that everyone knows who has authority over whom	0.6083	0.0401	0.3235	0.0831	0.0558	-0.1760	-0.1459
Q20x - When the man's career demands it, the family should make sacrifices	0.5948	0.0126	-0.0263	-0.0894	0.2103	0.0440	0.3508
Q20l - Competition between employees usually does more harm than good	0.0859	0.7236	0.0037	-0.0671	0.2233	0.0246	0.1185
Q20m - Today there seems to be an authority crises in organizations	0.1122	0.7032	0.1657	0.2002	0.0197	-0.1049	0.0061
Q20k - An organization structure in which certain subordinates have two bosses should be avoided at all costs	0.3223	0.4881	-0.1068	0.2889	-0.0081	0.1556	0.0739
Q20h - Parents should stimulate their children to try to be the best in class	0.0260	-0.0421	0.6479	-0.0089	0.0818	-0.0093	0.1028
Q20v - Parents should be satisfied when their children grow up towards independence from them	0.0663	0.0661	0.5550	-0.0723	0.0068	0.2586	0.2871
Q20d - Those who have been successful in life should help those who have been less successful	0.0259	0.0905	0.5190	0.2483	0.3190	-0.0187	-0.2021
Q20r - The individual who	0.0794	0.1263	0.4582	0.2363	-0.0137	0.1717	-0.0046

pursues his or her own interest makes the best possible contributions to society as a whole							
Q20p - Good personal relationships at work are more important than a high income	0.0527	0.0986	0.0430	0.6388	0.1795	0.1340	-0.0955
Q20o - In order to have efficient work relationships, it is often necessary to bypass the hierarchical lines	0.1025	0.1543	0.1967	0.6012	-0.0771	0.1741	0.1383
Q20a - Most people can be trusted	0.2537	-0.3328	-0.0347	0.4563	0.3982	-0.0457	0.1346
Q20b - Staying with one employer for a long time is usually the best way to get ahead	0.1707	0.0406	0.0177	0.0077	0.7673	0.0464	0.0035
Q20c - Most organizations would be better off if conflict could be eliminated forever	-0.0900	0.2893	0.1590	0.1347	0.5874	-0.0367	0.0526
Q20w - Conflicts with our opponents are best resolved by both parties compromising a bit	-0.1335	-0.0224	0.3002	0.2479	0.4082	0.2842	0.3013
<i>Q20j - The employee who quietly does his or her duty is one of the greatest assets of an organization</i>	<i>0.2838</i>	<i>0.2881</i>	<i>0.2152</i>	<i>-0.1323</i>	<i>0.2989</i>	<i>-0.1569</i>	<i>0.1128</i>
Q20i - It is desirable to that management authority can be questioned	0.0770	0.1105	0.1689	0.0874	0.1420	0.6609	0.1252
Q20q - It is all right for young people to be critical of their teachers	0.1391	-0.0944	0.1227	0.2021	-0.0466	0.6047	0.0555
Q20n - A husband and wife should have the same opinion on major political and religious hierarchical lines	0.2617	-0.0178	0.0169	0.4454	0.0428	-0.4853	0.2451
Q20s - A company's or organization's rules should not be broken - not even when the employee thinks it is in the company's best interests	0.1982	0.2636	0.2647	-0.1161	0.1858	-0.4119	0.2918
Q20t - When people have failed in life, it is often their own fault	0.1155	0.0648	-0.0081	-0.0359	0.0167	0.0178	0.7773
Q20u - Quite a few people have failed in life, it is often their own fault	-0.1433	0.1015	0.2427	0.2384	0.0648	0.0449	0.5586

Q20j did not load well on any of the factors and was dropped from the factor scheme, Q20n and Q20s are negatively loaded and were be reversed scored before creating a factor score for Data Processing.

A fourth factor analysis was conducted using the relationship with parents. Four relevant dimensions emerged. Table 51 illustrates the factor loadings. The numbers in bold represent high loadings, indicating a strong relationship with underlying dimensions. Total variance explained by the four factors = 47.54%.

Table 51

Factor Analysis for Beliefs				
	Rotated Component Matrix Factor Loadings			
Variables	Distant Relationship	Agreement	Dependent / Close Relationship	Normal Relationship
Q21n - My parents would be surprised to know what I'm like when I'm not with them	0.6273	0.0016	-0.1546	0.0103
Q21h - My parents act differently when they are with their own parents from the way they do at home	0.6264	-0.0736	-0.0430	-0.1691
Q21s - I wish my parents would understand who I really am	0.6235	-0.2782	-0.0672	0.0287
Q21c - I have often wondered how my parents act when I'm not around	0.5932	0.0447	0.1203	-0.0154
Q21j - I might be surprised to see how my parents act at a party	0.5928	0.0862	0.0992	-0.1403
Q21p - My parents probably talk about differently from my mother and father when I become a parent	0.5624	0.0247	-0.0641	0.0220
Q21f - When I've done something wrong, I depend on my parents to straighten things out for me	0.4233	0.4148	0.1914	0.1258
Q21o - When I become a parent, I'm going to treat my children in exactly the same way that my parents have treated me	-0.1419	0.7613	0.1713	0.0892
Q21r - My parents hardly ever make mistakes	0.0297	0.7351	0.0004	0.1115
Q21a - May parents and agree on everything	-0.0306	0.5391	0.3677	0.1935
Q21i - My parents know everything there is to know about me	-0.0637	0.2564	0.6653	0.0669
Q21g - There are some things about me that my parents don't know	0.3916	0.0489	-0.6262	0.2561
Q21b - I go to my parents for help before trying to solve a problem myself	0.1402	0.3370	0.5890	0.1899
Q21m - If I was having a problem with one of my friends, I would discuss it with my mother or father before deciding what to do	0.0686	0.1681	0.5423	0.4011
Q21k - I try to have the same opinions as my parents	0.2902	0.4026	0.4847	0.0590
Q21d - Even when my parents and I disagree, my parents are always right	0.2797	0.3967	0.4285	-0.0230

Q21e - It's better for kids to go to their best friend than to their parents for advice on some things	0.3121	0.1621	-0.4239	0.0061
Q21l - When they are at work, my parents act pretty much the same way the do when they are at home	-0.1446	0.1497	0.1038	0.6890
Q21t - My parents act pretty much the same way when they are with their friends as they do when they are at home with me	-0.2881	0.3757	0.1510	0.5932
Q21q - There are things that I will do differently from my mother and father when I become a parent	0.2787	-0.4654	-0.1882	0.5043

Q21g and q21e were negatively loading and were reversed scored before creating a factor score.

APPENDIX D

SERVICE BRANDING MODELS QUESTIONNAIRE

Respondent Name: _____

ID: _____

Interviewer: _____

Date: _____

Length of Interview: _____

SCREENER INFORMATION

Interviewer: Please use the screener from the facility to complete this page of information. When the interview is complete, please staple the screener from the facility to the back of the completed questionnaire.

[ASSIGN THE ID TO THE RESPONDENT USING YOUR LOCATION'S SET OF #'S INDICATED BELOW]

Location

- 1 Akron, OH (101-150)
- 2 Pittsburgh, PA (151-199)
- 3 Atlanta, GA (200-250)
- 4 Winston Salem/Greensboro, NC (251-300)
- 5 Hartford, CT (301-350)
- 6 Buffalo, NY (351-400)
- 7 Kansas City, KS (401-450)
- 8 Concord, NH (451-500)
- 9 Sioux Falls, SD (501-550)
- 10 Wichita, KS (551-600)
- 11 Detroit, MI (601-650)
- 12 Kansas City, MO (651-700)
- 13 Houston, TX (701-750)
- 14 San Jose, CA (751-800)
- 15 Reno, NV (801-850)
- 16 Salt Lake City, UT (851-900)
- 17 Nashville, TN (901-950)
- 18 Lexington, KY (951-1000)
- 19 Springfield, MA (1001-1050)
- 20 Charleston, SC (1051-1100)
- 21 West Palm Beach, FL (1101-1150)
- 22 Iselin, NJ (1151-1200)
- 23 Wilmington, DE (1201-1250)
- 24 St. Louis, MO (1251-1300)
- 25 Minneapolis, MN (1301-1350)

S1. What is your gender?

- 1 MALE 2 FEMALE

S2. What is your age? _____

S6. Is anyone in your immediate family - parents, siblings or grandparents – currently a member of or have served in the armed forces?

- 1 Yes 2 No

S8. Are you in high school (will you be during the next school year) or have you graduated from high school?

- 1 Attending high school
2 Graduated high school

S9. What grade are you in?

- 1 10th 2 11th 3 12th

S11. Are you currently enrolled in a 4-year college or university?

- 1 Yes 2 No

S12. What grades [do/did] you usually get in high school?

- 1 Mostly A's (numerical average of 90-100)
2 Mostly A's AND B's (85-89)
3 Mostly B's (80-84)
4 Mostly B's AND C's (75-79)
5 Mostly C's (70-74)

S13. How likely is it that you will be serving in the military in the next few years? Would you say....

- 1 Definitely 2 Probably
3 Probably Not 4 Definitely Not

S14. Let's say that you were going to join the military in the next year, which of the five services would you be most inclined to join? Which is second? What about third? Fourth? And finally last?

- A. Army _____
B. Navy _____
C. Marines _____
D. Air Force _____
E. Coast Guard _____

S15. Do you consider yourself to be of Hispanic, Latino or Spanish origin?

- 1 Yes 2 No

S16. What is your race? (ACCEPT MULTIPLE RESPONSES).

- 1 White
2 Black or African-American
3 American Indian or Alaskan Native
4 Asian
5 Native Hawaiian or Other Pacific Islander

APPENDIX D

Introduction

[INTERVIEWER: THE INTRODUCTION IS DESIGNED TO PUT THE RESPONDENT AT EASE, ALLOW THE INTERVIEWER TO DEVELOP SOME RAPPORT WITH THE RESPONDENT, AND PROVIDE A BRIEF EXPLANATION OF THE INTERVIEW PROCESS TO THE RESPONDENT.]

Thank you for coming to this interview today. My name is _____ and I will be working with you today on this questionnaire. There are some parts of it that I will fill out and other parts that you will fill out by yourself.

Before we begin, tell me a little something about yourself.

[INTERVIEWER: TAKE A COUPLE OF MINUTES TO ALLOW THE RESPONDENT TO GET COMFORTABLE WITH YOU. ASK A FEW NON-THREATENING QUESTIONS TO GET THE RESPONDENT USED TO ANSWERING QUESTIONS. FOR EXAMPLE: ‘WHERE DO YOU LIVE?’, ‘WHAT ARE YOUR PLANS FOR THE SUMMER?’, ETC. THE RESULTS ARE NOT TO BE RECORDED OR ANALYZED.]

The purpose of all of the questions I will be asking you today is to help me better understand how you think and feel about different issues relating to your future. Please keep in mind that there are no right or wrong answers in this interview; you are the expert. If you have any questions please don't hesitate to stop and ask me.

Your answers are voluntary, but your opinions are important for this research. Your name will be held completely confidential and never connected to your answers. [INTERVIEWER: IF ASKED: This interview will take one hour and 15 minutes and is authorized by Office of Management and Budget Control No. 0704-0351.]

APPENDIX D

ACTIVITIES AND INTERESTS

1. Let's begin by talking about extracurricular activities you may or may not have participated in while in high school. For each activity please tell whether or not you participate in it regularly during high school. Do you, or did you regularly participate in **[ROTATE STARTING POINT AND READ LIST]** during high school?*

[INTERVIEWER: ROTATE STARTING POINT BY PLACING AN "X" IN THE FIRST COLUMN. READ EACH ACTIVITY TO THE RESPONDENT AND HAVE THEM ANSWER YES OR NO. CIRCLE THE APPROPRIATE RESPONSE CATEGORY.]

			Yes	No
	A.	4-h or Future Farmers of America	1	2
	B.	Boy Scouts or Girl Scouts of America	1	2
	C.	Church group	1	2
	D.	Fan club	1	2
	E.	Little League or youth baseball	1	2
	F.	Cheerleaders	1	2
	G.	Book club or reading group	1	2
	H.	Video game club	1	2
	I.	Organized team sports	1	2
	J.	Student government	1	2
	K.	School publications, like yearbook or newspaper	1	2
	L.	Music or drama groups such as band, chorus, thespians, art, etc	1	2
	M.	School clubs like debate, math, chess, language, etc.	1	2
	N.	YMCA or YWCA	1	2

* Roper Starch Worldwide Inc., List of Extracurricular Activities, 1999. & YATS List of Extracurricular Activities

APPENDIX D

2. Now I am going to talk with you about activities you may or may not participate in. I want you to focus on the last week – last seven days. I am going to read you a list of activities and for each one I want you to tell me if you have done that particular activity in the **LAST WEEK**.^{*}

[INTERVIEWER: ROTATE STARTING POINT BY PLACING AN “X” IN THE FIRST COLUMN. READ EACH ACTIVITY TO THE RESPONDENT AND HAVE THEM ANSWER YES OR NO. CIRCLE THE APPROPRIATE RESPONSE CATEGORY.]

			Yes	No
	A.	Reading magazines	1	2
	B.	Reading newspapers	1	2
	C.	Reading books for pleasure	1	2
	D.	Listening to the radio	1	2
	E.	Watching TV	1	2
	F.	Watching rented videos/DVDs	1	2
	G.	Listening to CDs, tapes, records	1	2
	H.	Playing a musical instrument	1	2
	I.	Playing video games	1	2
	J.	Playing computer games	1	2
	K.	Using a computer	1	2
	L.	Using an online computer service	1	2
	M.	Playing board games	1	2
	N.	Playing sports	1	2
	O.	Working on a hobby	1	2
	P.	Going to sports events	1	2
	Q.	Going to concerts	1	2

[INTERVIEWER: REMIND RESPONDENT THAT ACTIVITIES ARE DURING THE LAST WEEK.]

	R.	Going to a library/museum/gallery	1	2
	S.	Going to movie theaters	1	2
	T.	Going dancing	1	2
	U.	Going to parties	1	2
	V.	Going to an amusement park/theme park	1	2
	W.	Shopping at/ “hanging out” at mall	1	2
	X.	Grocery shopping	1	2
	Y.	Doing chores	1	2
	Z.	Running errands	1	2
	AA.	Volunteer work (community, charity)	1	2
	BB.	Dating/being with boyfriend/girlfriend	1	2
	CC.	“Hanging out” with friends	1	2
	DD.	“Cruising” in a car	1	2
	EE.	Talking on the phone	1	2
	FF.	Cooking/preparing meals	1	2
	GG.	Baking	1	2
	HH.	Caring for or playing with children	1	2
	II.	Going to religious functions	1	2
	JJ.	Driving a car	1	2
	KK.	Studying	1	2
	LL.	Exercising/working out	1	2
	MM.	Working at a regular paying job	1	2
	NN.	Working on car/truck/motorcycle	1	2

^{*} TRU, “About Your Activities and Interests”.

APPENDIX D

3. Now I am going to hand you a list of *different activities* in which you might like to participate. For each one I want you to indicate if you would or would not like to participate in the activity. Circle **“1” if you would not like** to participate in the activity or circle **“2” if you would like or think you would like to participate** in the activity.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

EMPHASIZE THAT THE NOT LIKE IS THE FIRST COLUMN – THIS IS SOMEWHAT CONFUSING TO THE RESPONDENT UNTIL YOU REALLY POINT IT OUT.]

WOULD YOU LIKE TO...

		NOT LIKE	LIKE
A.	Apply wood stains and varnishes to furniture	1	2
B.	Learn scientific ways to help protect the environment	1	2
C.	Write a story about my favorite hobby	1	2
D.	Work as a camp counselor	1	2
E.	Convince people to follow my lead	1	2
F.	Review financial records of an organization	1	2
G.	Refinish the floor in a house	1	2
H.	Study the effects of radiation on plants	1	2
I.	Write musical jingles for television commercials	1	2
J.	Work as a student tour guide for my school	1	2
K.	Present a new advertising campaign to corporate executives	1	2
L.	Count the inventory of a small business	1	2
M.	Connect a VCR	1	2
N.	Find the area of a triangle	1	2
O.	Join a local theater company	1	2
P.	Assist a summer camp instructor	1	2
Q.	Sell plans to develop new areas of real estate	1	2
R.	Set up and maintain a filing system	1	2
S.	Drive a tractor	1	2
T.	Conduct research to improve solar power	1	2
U.	Make figures out of clay	1	2
V.	Conduct a training course	1	2
W.	Argue in favor of a new tax law	1	2
X.	Learn the major sections of a business letter	1	2

* DMDC, ASVAB Interest Finder.

APPENDIX D

4. Now I am going to give you another list. This time it focuses on a number of different areas for which you may or may not like *further training or education*. If you would not like more training or education in that area, choose “1”. If you would like or think you would like more training or education in that area, choose “2”.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

EMPHASIZE THAT THE NOT LIKE IS THE FIRST COLUMN – THIS IS SOMEWHAT CONFUSING TO THE RESPONDENT UNTIL YOU REALLY POINT IT OUT.]

WOULD YOU LIKE FURTHER TRAINING OR EDUCATION IN...

		NOT LIKE	LIKE
A.	Bookshelf construction	1	2
B.	Scientific methods	1	2
C.	Creative writing	1	2
D.	Leading a support group	1	2
E.	Identifying new business opportunities	1	2
F.	Preparing budgets	1	2
G.	Painting a house (interior or exterior)	1	2
H.	Conducting biology experiments	1	2
I.	Scriptwriting	1	2
J.	Lifeguard training	1	2
K.	Importing and exporting goods for a profit	1	2
L.	Recordkeeping systems	1	2
M.	Restoration of antique furniture	1	2
N.	Algebra	1	2
O.	Music	1	2
P.	Elementary school education	1	2
Q.	Starting your own business	1	2
R.	Stock control and accounting procedures	1	2
S.	Installing telephones	1	2
T.	Conducting physics experiments	1	2
U.	Reading music	1	2
V.	Physical education	1	2
W.	Effective marketing strategies	1	2
X.	Maintaining a computer database	1	2

* DMDC, ASVAB Interest Finder.

APPENDIX D

5. Now I am going to give you another list. This time it focuses on a number of different occupations that you may or may not enjoy. If you would not like to work in that occupation, choose “1”. If you would like or think you would like to work in that occupation, choose “2”.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

EMPHASIZE THAT THE NOT LIKE IS THE FIRST COLUMN – THIS IS SOMEWHAT CONFUSING TO THE RESPONDENT UNTIL YOU REALLY POINT IT OUT.]

WOULD YOU LIKE TO BE A/AN...

		NOT LIKE	LIKE
A.	House painter	1	2
B.	Computer scientist	1	2
C.	Author	1	2
D.	Camp counselor	1	2
E.	Traveling salesperson	1	2
F.	Accounting clerk	1	2
G.	Woodworking machine operator	1	2
H.	Environmental research worker	1	2
I.	Movie critic	1	2
J.	Sightseeing tour guide	1	2
K.	Hotel manager	1	2
L.	Accountant	1	2
M.	Computer repairer	1	2
N.	Science laboratory assistant	1	2
O.	Guitarist	1	2
P.	Special education guide	1	2
Q.	Company spokesperson	1	2
R.	Word processing operator	1	2
S.	Emergency vehicle driver	1	2
T.	Scientist	1	2
U.	Songwriter	1	2
V.	Teacher	1	2
W.	Mayor	1	2
X.	Office assistant	1	2

* DMDC, ASVAB Interest Finder.

APPENDIX D

IMPORTANCE OF STRATEGIC ATTRIBUTES/CONSEQUENCES VALUES

6. Now we are going to change gears. I want you to sit back, close your eyes and think about the type of adult you want to be. I want you to think about the type of person in terms of the characteristics you want to have, the education you desire, the training you want, the social life you want, the type of career you want, the type of family life you would like, your spirituality and your hobbies.

[INTERVIEWER: GIVE RESPONDENT A MINUTE TO REALLY THINK ABOUT IT.]

Do you have a good idea of what you want to be? [PAUSE] I am going to hand you a list of characteristics ...characteristics such as being part of a team, developing personal discipline, etc. After you read each characteristic, indicate how important it is to have to help you become the adult that you aspire to be. Use a 10-point scale where 1 means NOT AT ALL important to have to be the adult you want to be and 10 means CRITICALLY important.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		NOT AT ALL IMPORTANT					CRITICALLY IMPORTANT				
		1	2	3	4	5	6	7	8	9	10
A.	Being in an orderly, structured environment	1	2	3	4	5	6	7	8	9	10
B.	Living close to family and friends	1	2	3	4	5	6	7	8	9	10
C.	Having the opportunity to travel	1	2	3	4	5	6	7	8	9	10
D.	Being able to specialize in an interesting trade or field	1	2	3	4	5	6	7	8	9	10
E.	Having a good education	1	2	3	4	5	6	7	8	9	10
F.	Doing important things for the country	1	2	3	4	5	6	7	8	9	10
G.	Making and having good friends	1	2	3	4	5	6	7	8	9	10
H.	Developing personal discipline	1	2	3	4	5	6	7	8	9	10
I.	Being part of a team	1	2	3	4	5	6	7	8	9	10
J.	Having a job with a future	1	2	3	4	5	6	7	8	9	10
K.	Having a lot of work experience	1	2	3	4	5	6	7	8	9	10
L.	Developing high-paying job skills	1	2	3	4	5	6	7	8	9	10
M.	Receiving good pay and benefits	1	2	3	4	5	6	7	8	9	10
N.	Knowing that my efforts are being noticed	1	2	3	4	5	6	7	8	9	10
O.	Not doing things against my better judgment	1	2	3	4	5	6	7	8	9	10
P.	Knowing that I am being treated fairly and equally	1	2	3	4	5	6	7	8	9	10
Q.	Being competent and doing the right things	1	2	3	4	5	6	7	8	9	10
R.	Having opportunities to solve problems	1	2	3	4	5	6	7	8	9	10
S.	Having a mentor that cares to develop my potential	1	2	3	4	5	6	7	8	9	10
T.	Having monetary rewards based on ability and effort	1	2	3	4	5	6	7	8	9	10
U.	Performing tasks that use my knowledge and abilities	1	2	3	4	5	6	7	8	9	10
V.	Getting feedback on whether I am performing well or poorly	1	2	3	4	5	6	7	8	9	10
W.	Not having to waste my time on unnecessary activities	1	2	3	4	5	6	7	8	9	10
X.	Being able to balance the demands of family, friends, and job	1	2	3	4	5	6	7	8	9	10
Y.	Working with people that are warm and friendly	1	2	3	4	5	6	7	8	9	10
Z.	Being able to make my own choices	1	2	3	4	5	6	7	8	9	10

- Q6a. Of the characteristics you rated the highest **[INTERVIEWER READ THE HIGHEST RATED CHARACTERISTIC. IF MORE THAN ONE, READ THEM ALL]**, which ONE is the most important?

[WRITE IN ATTRIBUTE] _____ **[RECORD LETTER]** _____

APPENDIX D

7. We just talked about the attributes you feel are important to helping you to become the adult you aspire to be. Now I would like for you to focus on some of the short-term benefits of those attributes. I am going to hand you a list of short-term benefits. After you read each benefit, indicate how important it is to have to help you become the adult you aspire to be. Use a 10-point scale where 1 means NOT AT ALL important to have this benefit to be the adult you want to be and 10 means CRITICALLY important.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		NOT AT ALL IMPORTANT					CRITICALLY IMPORTANT				
A.	Having opportunities for continuing my education	1	2	3	4	5	6	7	8	9	10
B.	Being able to build a successful career	1	2	3	4	5	6	7	8	9	10
C.	Being able to grow up and mature	1	2	3	4	5	6	7	8	9	10
D.	Earning a high salary	1	2	3	4	5	6	7	8	9	10
E.	Learning new and challenging things	1	2	3	4	5	6	7	8	9	10
F.	Being able to protect our freedom	1	2	3	4	5	6	7	8	9	10
G.	Gaining valuable work experience	1	2	3	4	5	6	7	8	9	10
H.	Having good career opportunities	1	2	3	4	5	6	7	8	9	10
I.	Always knowing what is expected of me	1	2	3	4	5	6	7	8	9	10
J.	Having good relationships with family and friends	1	2	3	4	5	6	7	8	9	10
K.	Seeing and doing exciting things	1	2	3	4	5	6	7	8	9	10
L.	Doing the things that I enjoy most	1	2	3	4	5	6	7	8	9	10
M.	Being able to compete for the best jobs	1	2	3	4	5	6	7	8	9	10
N.	Keeping the country safe and strong	1	2	3	4	5	6	7	8	9	10
O.	Being able to improve my standard of living	1	2	3	4	5	6	7	8	9	10
P.	Building a successful track record	1	2	3	4	5	6	7	8	9	10
Q.	Helping out significantly with my financial needs	1	2	3	4	5	6	7	8	9	10
R.	Learning and working in a supportive environment	1	2	3	4	5	6	7	8	9	10

- Q7a. Of the short-term benefits that you rated the highest **[INTERVIEWER READ HIGHEST RATED SHORT-TERM BENEFIT. IF MORE THAN ONE, READ THEM ALL]**, which ONE is the most important?

[WRITE IN BENEFIT] _____

[RECORD LETTER] _____

APPENDIX D

8. Now we are going to focus on the long-term benefits of those attributes. I want you to go through the same exercise. I am going to hand you a list of long-term benefits. After you read each benefit, indicate how important it is to have this item to help you become the adult you aspire to be. Use a 10-point scale where 1 means NOT AT ALL important to have this benefit to become the adult you aspire to be and 10 means CRITICALLY important.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		NOT AT ALL IMPORTANT					CRITICALLY IMPORTANT				
A.	Making a difference with your life	1	2	3	4	5	6	7	8	9	10
B.	Having a good quality of life	1	2	3	4	5	6	7	8	9	10
C.	Feeling good about your decisions	1	2	3	4	5	6	7	8	9	10
D.	Feeling respected for who you are and what you do	1	2	3	4	5	6	7	8	9	10
E.	Having others care about you	1	2	3	4	5	6	7	8	9	10
F.	Feeling like you are assisting and contributing to others	1	2	3	4	5	6	7	8	9	10
G.	Being in control of your life	1	2	3	4	5	6	7	8	9	10
H.	Being motivated to do your best	1	2	3	4	5	6	7	8	9	10
I.	Feeling like you are making smart choices	1	2	3	4	5	6	7	8	9	10
J.	Feeling like a successful person	1	2	3	4	5	6	7	8	9	10
K.	Feeling confident	1	2	3	4	5	6	7	8	9	10
L.	Feeling self-reliant	1	2	3	4	5	6	7	8	9	10
M.	Feeling very little stress or worry	1	2	3	4	5	6	7	8	9	10
N.	Making your family proud of your accomplishments	1	2	3	4	5	6	7	8	9	10
O.	Feeling financially successful	1	2	3	4	5	6	7	8	9	10

- Q8a. Of the long-term benefits that you rated the highest **[INTERVIEWER READ HIGHEST RATED LONG-TERM BENEFIT. IF MORE THAN ONE, READ THEM ALL]**, which ONE is the most important?

[WRITE IN BENEFIT] _____

[RECORD LETTER] _____

APPENDIX D

9. Now we are going to go through that exercise again, only this time I want you to focus on the reasons for wanting to become the adult you aspire to be. I am going to hand you a list of reasons that may or may not be important to you when you think about becoming that type of adult. After you read each reason, indicate how important you feel each is for wanting to be that type of adult. Use a 10-point scale where 1 means NOT AT ALL important and 10 means CRITICALLY important.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		NOT AT ALL IMPORTANT					CRITICALLY IMPORTANT				
A.	Feeling of accomplished	1	2	3	4	5	6	7	8	9	10
B.	Personal happiness	1	2	3	4	5	6	7	8	9	10
C.	Feeling good about yourself and your abilities	1	2	3	4	5	6	7	8	9	10
D.	Not feeling stupid or worthless	1	2	3	4	5	6	7	8	9	10
E.	Feeling pride in serving our country	1	2	3	4	5	6	7	8	9	10
F.	Having a sense of personal freedom	1	2	3	4	5	6	7	8	9	10
G.	Being at peace with yourself	1	2	3	4	5	6	7	8	9	10
H.	Feeling calm and at ease	1	2	3	4	5	6	7	8	9	10
I.	Feeling self-assured	1	2	3	4	5	6	7	8	9	10
J.	Having a sense of personal satisfaction	1	2	3	4	5	6	7	8	9	10
K.	Being content with your life	1	2	3	4	5	6	7	8	9	10
L.	Doing something to be proud of	1	2	3	4	5	6	7	8	9	10
M.	Enjoying life to the fullest	1	2	3	4	5	6	7	8	9	10
N.	Feeling safe and secure	1	2	3	4	5	6	7	8	9	10
O.	Being a caring and loving person	1	2	3	4	5	6	7	8	9	10
P.	Making the world a better place	1	2	3	4	5	6	7	8	9	10
Q.	Feeling accepted by your family and friends	1	2	3	4	5	6	7	8	9	10

- Q9a. Of the reasons that you rated the highest **[INTERVIEWER READ HIGHEST RATED REASON. IF MORE THAN ONE, READ THEM ALL]**, which ONE is the most important?

[WRITE IN REASON] _____

[RECORD LETTER] _____

APPENDIX D

10. Now I am going to hand you a list of traits that you may or may not feel are important to possess in order to become the person you aspire to be. Please rate how important it is to have each trait to help you become the person you aspire to be. Use a 10-point scale where 1 means NOT AT ALL important to becoming the person you aspire to be and 10 means CRITICALLY important.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		NOT AT ALL IMPORTANT					CRITICALLY IMPORTANT				
A.	Trustworthy - honest in dealings, can rely on them	1	2	3	4	5	6	7	8	9	10
B.	Caring - demonstrates care and concern about people	1	2	3	4	5	6	7	8	9	10
C.	Innovative - creative, new ways of doing things	1	2	3	4	5	6	7	8	9	10
D.	Effective - able to get things done, can deliver on promises	1	2	3	4	5	6	7	8	9	10
E.	Heritage - has strong heritage and traditions	1	2	3	4	5	6	7	8	9	10
F.	Popular - number one, lots of people like them, a favorite among people	1	2	3	4	5	6	7	8	9	10
G.	Visionary - has a clear vision for the future, forward looking	1	2	3	4	5	6	7	8	9	10
H.	Disciplined - having self-discipline	1	2	3	4	5	6	7	8	9	10
I.	Team-oriented - able to work effectively as part of a team	1	2	3	4	5	6	7	8	9	10
J.	Self-Reliant – independent, determined, able, confident	1	2	3	4	5	6	7	8	9	10

- Q10a. Of the traits that you rated the highest **[INTERVIEWER READ HIGHEST RATED TRAIT. IF MORE THAN ONE, READ THEM ALL]**, which ONE is the most important?

[WRITE IN TRAIT] _____

[RECORD LETTER] _____

APPENDIX D

- 10b. Now I want you to do something a little bit different. I want you to imagine the ideal type of organization for which you would like to work for. Take a minute to really think about that organization – what would it be like.

Now I want you to imagine that organization as if it were a person – I want you to personify it. I'm interested in finding out which personality traits or human characteristics come to mind when you think about that type of organization. I am going to read you a list of traits or characteristics and for each one I want you to rate how important it is that the type of organization have that trait or characteristic. Use a 10-point scale where 1 means NOT AT ALL important and 10 means CRITICALLY important.*

[INTERVIEWER: ROTATE STARTING POINT BY PLACING AN “X” IN THE FIRST COLUMN. READ EACH ACTIVITY TO THE RESPONDENT AND HAVE THEM GIVE RESPONSE. CIRCLE THE APPROPRIATE RESPONSE CATEGORY.]

			NOT AT ALL IMPORTANT					CRITICALLY IMPORTANT				
			1	2	3	4	5	6	7	8	9	10
A.	Down-to-earth		1	2	3	4	5	6	7	8	9	10
B.	Family-oriented		1	2	3	4	5	6	7	8	9	10
C.	Small-town		1	2	3	4	5	6	7	8	9	10
D.	Honest		1	2	3	4	5	6	7	8	9	10
E.	Sincere		1	2	3	4	5	6	7	8	9	10
F.	Real		1	2	3	4	5	6	7	8	9	10
G.	Wholesome		1	2	3	4	5	6	7	8	9	10
H.	Original		1	2	3	4	5	6	7	8	9	10
I.	Cheerful		1	2	3	4	5	6	7	8	9	10
J.	Sentimental		1	2	3	4	5	6	7	8	9	10
K.	Friendly		1	2	3	4	5	6	7	8	9	10
L.	Daring		1	2	3	4	5	6	7	8	9	10
M.	Trendy		1	2	3	4	5	6	7	8	9	10
N.	Exciting		1	2	3	4	5	6	7	8	9	10
O.	Spirited		1	2	3	4	5	6	7	8	9	10
P.	Cool		1	2	3	4	5	6	7	8	9	10
Q.	Young		1	2	3	4	5	6	7	8	9	10
R.	Imaginative		1	2	3	4	5	6	7	8	9	10
S.	Unique		1	2	3	4	5	6	7	8	9	10
T.	Up-to-date		1	2	3	4	5	6	7	8	9	10
U.	Independent		1	2	3	4	5	6	7	8	9	10
V.	Contemporary		1	2	3	4	5	6	7	8	9	10
W.	Reliable		1	2	3	4	5	6	7	8	9	10
X.	Hard Working		1	2	3	4	5	6	7	8	9	10
Y.	Secure		1	2	3	4	5	6	7	8	9	10
Z.	Intelligent		1	2	3	4	5	6	7	8	9	10
AA.	Technical		1	2	3	4	5	6	7	8	9	10
BB.	Corporate		1	2	3	4	5	6	7	8	9	10
CC.	Successful		1	2	3	4	5	6	7	8	9	10

* Aaker, J. L. (1997). Dimensions of brand personality. *Journal of Marketing Research*, (August), 347-355.

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	DD.	Leader	1	2	3	4	5	6	7	8	9	10
	EE.	Confident	1	2	3	4	5	6	7	8	9	10
	FF.	Upper Class	1	2	3	4	5	6	7	8	9	10
	GG.	Glamorous	1	2	3	4	5	6	7	8	9	10
	HH.	Good Looking	1	2	3	4	5	6	7	8	9	10
	II.	Charming	1	2	3	4	5	6	7	8	9	10
	JJ.	Feminine	1	2	3	4	5	6	7	8	9	10
	KK.	Smooth	1	2	3	4	5	6	7	8	9	10
	LL.	Outdoorsy	1	2	3	4	5	6	7	8	9	10
	MM.	Masculine	1	2	3	4	5	6	7	8	9	10
	NN.	Western	1	2	3	4	5	6	7	8	9	10
	OO.	Tough	1	2	3	4	5	6	7	8	9	10
	PP.	Rugged	1	2	3	4	5	6	7	8	9	10

APPENDIX D

ASSOCIATION OF ATTRIBUTES/CONSEQUENCES/VALUES OPTIONS

- 11a. We just finished talking about the type of person you want to be as well as the type of organization you want to work for. Now I want you to think about options for youth in the years following high school. I am going to have you think about four different options – going to a four-year college, having a full-time job, serving in the military and serving in **[INSERT BRANCH _____]**. We are going to go through those lists of attributes, benefits and traits again.

Let's begin with going to a four-year college. Here is a list of attributes and I want you to think about how well they describe going to a four-year college in the years following high school. Using a 10-point scale where 1 means DOES NOT DESCRIBE GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, please indicate how well each of these attributes describes going to a **four-year college** in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE, HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL?
--

A.	Being in an orderly, structured environment	1	2	3	4	5	6	7	8	9	10
B.	Living close to family and friends	1	2	3	4	5	6	7	8	9	10
C.	Having the opportunity to travel	1	2	3	4	5	6	7	8	9	10
D.	Being able to specialize in an interesting trade or field	1	2	3	4	5	6	7	8	9	10
E.	Having a good education	1	2	3	4	5	6	7	8	9	10
F.	Doing important things for the country	1	2	3	4	5	6	7	8	9	10
G.	Making and having good friends	1	2	3	4	5	6	7	8	9	10
H.	Developing personal discipline	1	2	3	4	5	6	7	8	9	10
I.	Being part of a team	1	2	3	4	5	6	7	8	9	10
J.	Having a job with a future	1	2	3	4	5	6	7	8	9	10
K.	Having a lot of work experience	1	2	3	4	5	6	7	8	9	10
L.	Developing high-paying job skills	1	2	3	4	5	6	7	8	9	10
M.	Receiving good pay and benefits	1	2	3	4	5	6	7	8	9	10
N.	Knowing that my efforts are being noticed	1	2	3	4	5	6	7	8	9	10
O.	Not doing things against my better judgment	1	2	3	4	5	6	7	8	9	10
P.	Knowing that I am being treated fairly and equally	1	2	3	4	5	6	7	8	9	10
Q.	Being competent and doing the right things	1	2	3	4	5	6	7	8	9	10
R.	Having opportunities to solve problems	1	2	3	4	5	6	7	8	9	10
S.	Having a mentor that cares to develop my potential	1	2	3	4	5	6	7	8	9	10
T.	Having monetary rewards based on ability and effort	1	2	3	4	5	6	7	8	9	10
U.	Performing tasks that use my knowledge and abilities	1	2	3	4	5	6	7	8	9	10
V.	Getting feedback on whether I am performing well or poorly	1	2	3	4	5	6	7	8	9	10
W.	Not having to waste my time on unnecessary activities	1	2	3	4	5	6	7	8	9	10
X.	Being able to balance the demands of family, friends, and job	1	2	3	4	5	6	7	8	9	10
Y.	Working with people that are warm and friendly	1	2	3	4	5	6	7	8	9	10
Z.	Being able to make my own choices	1	2	3	4	5	6	7	8	9	10

- 11b. Now, I am going to hand you the same list of attributes but this time I want you to think about how well they describe serving in the military. Again, using a 10-point scale where 1 means DOES NOT DESCRIBE SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL AT

APPENDIX D

ALL and 10 means DESCRIBES SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, please indicate how well each of these attributes describes **serving in the military** in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL									DESCRIBES PERFECTLY	
		1	2	3	4	5	6	7	8	9	10	
A.	Being in an orderly, structured environment	1	2	3	4	5	6	7	8	9	10	
B.	Living close to family and friends	1	2	3	4	5	6	7	8	9	10	
C.	Having the opportunity to travel	1	2	3	4	5	6	7	8	9	10	
D.	Being able to specialize in an interesting trade or field	1	2	3	4	5	6	7	8	9	10	
E.	Having a good education	1	2	3	4	5	6	7	8	9	10	
F.	Doing important things for the country	1	2	3	4	5	6	7	8	9	10	
G.	Making and having good friends	1	2	3	4	5	6	7	8	9	10	
H.	Developing personal discipline	1	2	3	4	5	6	7	8	9	10	
I.	Being part of a team	1	2	3	4	5	6	7	8	9	10	
J.	Having a job with a future	1	2	3	4	5	6	7	8	9	10	
K.	Having a lot of work experience	1	2	3	4	5	6	7	8	9	10	
L.	Developing high-paying job skills	1	2	3	4	5	6	7	8	9	10	
M.	Receiving good pay and benefits	1	2	3	4	5	6	7	8	9	10	
N.	Knowing that my efforts are being noticed	1	2	3	4	5	6	7	8	9	10	
O.	Not doing things against my better judgment	1	2	3	4	5	6	7	8	9	10	
P.	Knowing that I am being treated fairly and equally	1	2	3	4	5	6	7	8	9	10	
Q.	Being competent and doing the right things	1	2	3	4	5	6	7	8	9	10	
R.	Having opportunities to solve problems	1	2	3	4	5	6	7	8	9	10	
S.	Having a mentor that cares to develop my potential	1	2	3	4	5	6	7	8	9	10	
T.	Having monetary rewards based on ability and effort	1	2	3	4	5	6	7	8	9	10	
U.	Performing tasks that use my knowledge and abilities	1	2	3	4	5	6	7	8	9	10	
V.	Getting feedback on whether I am performing well or poorly	1	2	3	4	5	6	7	8	9	10	
W.	Not having to waste my time on unnecessary activities	1	2	3	4	5	6	7	8	9	10	
X.	Being able to balance the demands of family, friends, and job	1	2	3	4	5	6	7	8	9	10	
Y.	Working with people that are warm and friendly	1	2	3	4	5	6	7	8	9	10	
Z.	Being able to make my own choices	1	2	3	4	5	6	7	8	9	10	

APPENDIX D

- 11c. Now, here is the list again—this time focus on how well each attribute describes having a full-time job. Again, using a 10-point scale where 1 means DOES NOT DESCRIBE HAVING A FULL-TIME JOB IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES HAVING A FULL-TIME JOB IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, please indicate how well each of these attributes describes having a **full-time** job in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE HAVING A FULL-TIME JOB IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY				
		1	2	3	4	5	6	7	8	9	10
A.	Being in an orderly, structured environment	1	2	3	4	5	6	7	8	9	10
B.	Living close to family and friends	1	2	3	4	5	6	7	8	9	10
C.	Having the opportunity to travel	1	2	3	4	5	6	7	8	9	10
D.	Being able to specialize in an interesting trade or field	1	2	3	4	5	6	7	8	9	10
E.	Having a good education	1	2	3	4	5	6	7	8	9	10
F.	Doing important things for the country	1	2	3	4	5	6	7	8	9	10
G.	Making and having good friends	1	2	3	4	5	6	7	8	9	10
H.	Developing personal discipline	1	2	3	4	5	6	7	8	9	10
I.	Being part of a team	1	2	3	4	5	6	7	8	9	10
J.	Having a job with a future	1	2	3	4	5	6	7	8	9	10
K.	Having a lot of work experience	1	2	3	4	5	6	7	8	9	10
L.	Developing high-paying job skills	1	2	3	4	5	6	7	8	9	10
M.	Receiving good pay and benefits	1	2	3	4	5	6	7	8	9	10
N.	Knowing that my efforts are being noticed	1	2	3	4	5	6	7	8	9	10
O.	Not doing things against my better judgment	1	2	3	4	5	6	7	8	9	10
P.	Knowing that I am being treated fairly and equally	1	2	3	4	5	6	7	8	9	10
Q.	Being competent and doing the right things	1	2	3	4	5	6	7	8	9	10
R.	Having opportunities to solve problems	1	2	3	4	5	6	7	8	9	10
S.	Having a mentor that cares to develop my potential	1	2	3	4	5	6	7	8	9	10
T.	Having monetary rewards based on ability and effort	1	2	3	4	5	6	7	8	9	10
U.	Performing tasks that use my knowledge and abilities	1	2	3	4	5	6	7	8	9	10
V.	Getting feedback on whether I am performing well or poorly	1	2	3	4	5	6	7	8	9	10
W.	Not having to waste my time on unnecessary activities	1	2	3	4	5	6	7	8	9	10
X.	Being able to balance the demands of family, friends, and job	1	2	3	4	5	6	7	8	9	10
Y.	Working with people that are warm and friendly	1	2	3	4	5	6	7	8	9	10
Z.	Being able to make my own choices	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 11d. Finally, I want you to look at the list again and think about how well they describe serving in [INSERT BRANCH _____]. Again, using a 10-point scale where 1 means DOES NOT DESCRIBE SERVING IN [INSERT BRANCH _____] AT ALL and 10 means DESCRIBES SERVING IN [INSERT BRANCH _____] PERFECTLY, indicate how well each of these attributes describes serving in [INSERT BRANCH _____] in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE SERVING IN /INSERT BRANCH _____/ IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY				
		1	2	3	4	5	6	7	8	9	10
A.	Being in an orderly, structured environment	1	2	3	4	5	6	7	8	9	10
B.	Living close to family and friends	1	2	3	4	5	6	7	8	9	10
C.	Having the opportunity to travel	1	2	3	4	5	6	7	8	9	10
D.	Being able to specialize in an interesting trade or field	1	2	3	4	5	6	7	8	9	10
E.	Having a good education	1	2	3	4	5	6	7	8	9	10
F.	Doing important things for the country	1	2	3	4	5	6	7	8	9	10
G.	Making and having good friends	1	2	3	4	5	6	7	8	9	10
H.	Developing personal discipline	1	2	3	4	5	6	7	8	9	10
I.	Being part of a team	1	2	3	4	5	6	7	8	9	10
J.	Having a job with a future	1	2	3	4	5	6	7	8	9	10
K.	Having a lot of work experience	1	2	3	4	5	6	7	8	9	10
L.	Developing high-paying job skills	1	2	3	4	5	6	7	8	9	10
M.	Receiving good pay and benefits	1	2	3	4	5	6	7	8	9	10
N.	Knowing that my efforts are being noticed	1	2	3	4	5	6	7	8	9	10
O.	Not doing things against my better judgment	1	2	3	4	5	6	7	8	9	10
P.	Knowing that I am being treated fairly and equally	1	2	3	4	5	6	7	8	9	10
Q.	Being competent and doing the right things	1	2	3	4	5	6	7	8	9	10
R.	Having opportunities to solve problems	1	2	3	4	5	6	7	8	9	10
S.	Having a mentor that cares to develop my potential	1	2	3	4	5	6	7	8	9	10
T.	Having monetary rewards based on ability and effort	1	2	3	4	5	6	7	8	9	10
U.	Performing tasks that use my knowledge and abilities	1	2	3	4	5	6	7	8	9	10
V.	Getting feedback on whether I am performing well or poorly	1	2	3	4	5	6	7	8	9	10
W.	Not having to waste my time on unnecessary activities	1	2	3	4	5	6	7	8	9	10
X.	Being able to balance the demands of family, friends, and job	1	2	3	4	5	6	7	8	9	10
Y.	Working with people that are warm and friendly	1	2	3	4	5	6	7	8	9	10
Z.	Being able to make my own choices	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 12a. Next we are going to take another look at some of the short-term benefits of going to a four-year college, having a full-time job, serving in the military and serving in the [INSERT BRANCH _____].

I am going to hand you a list of short-term benefits that may describe going to a **four-year college**. Using a 10-point scale where 1 means DOES NOT DESCRIBE GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, indicate how well each of these short-term benefits describes going to a **four-year college** in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY				
		1	2	3	4	5	6	7	8	9	10
A.	Having opportunities for continuing my education	1	2	3	4	5	6	7	8	9	10
B.	Being able to build a successful career	1	2	3	4	5	6	7	8	9	10
C.	Being able to grow up and mature	1	2	3	4	5	6	7	8	9	10
D.	Earning a high salary	1	2	3	4	5	6	7	8	9	10
E.	Learning new and challenging things	1	2	3	4	5	6	7	8	9	10
F.	Being able to protect our freedom	1	2	3	4	5	6	7	8	9	10
G.	Gaining valuable work experience	1	2	3	4	5	6	7	8	9	10
H.	Having good career opportunities	1	2	3	4	5	6	7	8	9	10
I.	Always knowing what is expected of me	1	2	3	4	5	6	7	8	9	10
J.	Having good relationships with family and friends	1	2	3	4	5	6	7	8	9	10
K.	Seeing and doing exciting things	1	2	3	4	5	6	7	8	9	10
L.	Doing the things that I enjoy most	1	2	3	4	5	6	7	8	9	10
M.	Being able to compete for the best jobs	1	2	3	4	5	6	7	8	9	10
N.	Keeping the country safe and strong	1	2	3	4	5	6	7	8	9	10
O.	Being able to improve my standard of living	1	2	3	4	5	6	7	8	9	10
P.	Building a successful track record	1	2	3	4	5	6	7	8	9	10
Q.	Helping out significantly with my financial needs	1	2	3	4	5	6	7	8	9	10
R.	Learning and working in a supportive environment	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 12b. Now I am going to hand you a list that may describe the short-term benefits of **serving in the military**. Again, using a 10-point scale where 1 means DOES NOT DESCRIBE SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, indicate how well each of these short-term benefits describes **serving in the military** in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL								DESCRIBES PERFECTLY	
		1	2	3	4	5	6	7	8	9	10
A.	Having opportunities for continuing my education	1	2	3	4	5	6	7	8	9	10
B.	Being able to build a successful career	1	2	3	4	5	6	7	8	9	10
C.	Being able to grow up and mature	1	2	3	4	5	6	7	8	9	10
D.	Earning a high salary	1	2	3	4	5	6	7	8	9	10
E.	Learning new and challenging things	1	2	3	4	5	6	7	8	9	10
F.	Being able to protect our freedom	1	2	3	4	5	6	7	8	9	10
G.	Gaining valuable work experience	1	2	3	4	5	6	7	8	9	10
H.	Having good career opportunities	1	2	3	4	5	6	7	8	9	10
I.	Always knowing what is expected of me	1	2	3	4	5	6	7	8	9	10
J.	Having good relationships with family and friends	1	2	3	4	5	6	7	8	9	10
K.	Seeing and doing exciting things	1	2	3	4	5	6	7	8	9	10
L.	Doing the things that I enjoy most	1	2	3	4	5	6	7	8	9	10
M.	Being able to compete for the best jobs	1	2	3	4	5	6	7	8	9	10
N.	Keeping the country safe and strong	1	2	3	4	5	6	7	8	9	10
O.	Being able to improve my standard of living	1	2	3	4	5	6	7	8	9	10
P.	Building a successful track record	1	2	3	4	5	6	7	8	9	10
Q.	Helping out significantly with my financial needs	1	2	3	4	5	6	7	8	9	10
R.	Learning and working in a supportive environment	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 12c. Next I am going to hand you a list that may describe the short-term benefits of having a **full-time job**. Again, using a 10-point scale where 1 means DOES NOT DESCRIBE HAVING A FULL-TIME JOB IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES HAVING A FULL-TIME JOB IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, indicate how well each of these short-term benefits describes having a **full-time job** in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE HAVING A FULL TIME JOB IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY					
	A.	Having opportunities for continuing my education	1	2	3	4	5	6	7	8	9	10
	B.	Being able to build a successful career	1	2	3	4	5	6	7	8	9	10
	C.	Being able to grow up and mature	1	2	3	4	5	6	7	8	9	10
	D.	Earning a high salary	1	2	3	4	5	6	7	8	9	10
	E.	Learning new and challenging things	1	2	3	4	5	6	7	8	9	10
	F.	Being able to protect our freedom	1	2	3	4	5	6	7	8	9	10
	G.	Gaining valuable work experience	1	2	3	4	5	6	7	8	9	10
	H.	Having good career opportunities	1	2	3	4	5	6	7	8	9	10
	I.	Always knowing what is expected of me	1	2	3	4	5	6	7	8	9	10
	J.	Having good relationships with family and friends	1	2	3	4	5	6	7	8	9	10
	K.	Seeing and doing exciting things	1	2	3	4	5	6	7	8	9	10
	L.	Doing the things that I enjoy most	1	2	3	4	5	6	7	8	9	10
	M.	Being able to compete for the best jobs	1	2	3	4	5	6	7	8	9	10
	N.	Keeping the country safe and strong	1	2	3	4	5	6	7	8	9	10
	O.	Being able to improve my standard of living	1	2	3	4	5	6	7	8	9	10
	P.	Building a successful track record	1	2	3	4	5	6	7	8	9	10
	Q.	Helping out significantly with my financial needs	1	2	3	4	5	6	7	8	9	10
	R.	Learning and working in a supportive environment	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 12d. Finally, I am going to give you a list that may describe the short-term benefits of serving in [INSERT BRANCH _____]. Again, using a 10-point scale where 1 means DOES NOT DESCRIBE SERVING IN [INSERT BRANCH _____] IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES SERVING IN [INSERT BRANCH _____] IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, indicate how well each of these short-term benefits describes serving in [INSERT BRANCH _____] in the years following high school.

[INTERVIEWER HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE SERVING IN /*INSERT BRANCH* _____/ IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY				
		1	2	3	4	5	6	7	8	9	10
A.	Having opportunities for continuing my education	1	2	3	4	5	6	7	8	9	10
B.	Being able to build a successful career	1	2	3	4	5	6	7	8	9	10
C.	Being able to grow up and mature	1	2	3	4	5	6	7	8	9	10
D.	Earning a high salary	1	2	3	4	5	6	7	8	9	10
E.	Learning new and challenging things	1	2	3	4	5	6	7	8	9	10
F.	Being able to protect our freedom	1	2	3	4	5	6	7	8	9	10
G.	Gaining valuable work experience	1	2	3	4	5	6	7	8	9	10
H.	Having good career opportunities	1	2	3	4	5	6	7	8	9	10
I.	Always knowing what is expected of me	1	2	3	4	5	6	7	8	9	10
J.	Having good relationships with family and friends	1	2	3	4	5	6	7	8	9	10
K.	Seeing and doing exciting things	1	2	3	4	5	6	7	8	9	10
L.	Doing the things that I enjoy most	1	2	3	4	5	6	7	8	9	10
M.	Being able to compete for the best jobs	1	2	3	4	5	6	7	8	9	10
N.	Keeping the country safe and strong	1	2	3	4	5	6	7	8	9	10
O.	Being able to improve my standard of living	1	2	3	4	5	6	7	8	9	10
P.	Building a successful track record	1	2	3	4	5	6	7	8	9	10
Q.	Helping out significantly with my financial needs	1	2	3	4	5	6	7	8	9	10
R.	Learning and working in a supportive environment	1	2	3	4	5	6	7	8	9	10

APPENDIX D

THIS IS A GOOD TIME FOR A FIVE MINUTE BREAK.....LET THEM SIT BACK AND RELAX – GET A SODA, ETC. IF THEY DON'T WANT THE BREAK JUST GIVE THEM A MINUTE TO SIT. THEN BEGIN THE NEXT SECTION.

APPENDIX D

- 13a. Next we are going to take another look at some of the long-term personal benefits of going to a four-year college, having a full-time job, serving in the military and serving in the [INSERT BRANCH _____].

I am going to hand you a list of long-term benefits that may describe going to a **four-year college**. Using a 10-point scale where 1 means DOES NOT DESCRIBE GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, indicate how well each of these long-term benefits describes going to a **four-year college** in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE GOING TO A FOUR-YEAR COLLEGE IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY				
		1	2	3	4	5	6	7	8	9	10
A.	Making a difference with your life	1	2	3	4	5	6	7	8	9	10
B.	Having a good quality of life	1	2	3	4	5	6	7	8	9	10
C.	Feeling good about your decisions	1	2	3	4	5	6	7	8	9	10
D.	Feeling respected for who you are and what you do	1	2	3	4	5	6	7	8	9	10
E.	Having others care about you	1	2	3	4	5	6	7	8	9	10
F.	Feeling like you are assisting and contributing to others	1	2	3	4	5	6	7	8	9	10
G.	Being in control of your life	1	2	3	4	5	6	7	8	9	10
H.	Being motivated to do your best	1	2	3	4	5	6	7	8	9	10
I.	Feeling like you are making smart choices	1	2	3	4	5	6	7	8	9	10
J.	Feeling like a successful person	1	2	3	4	5	6	7	8	9	10
K.	Feeling confident	1	2	3	4	5	6	7	8	9	10
L.	Feeling self-reliant	1	2	3	4	5	6	7	8	9	10
M.	Feeling very little stress or worry	1	2	3	4	5	6	7	8	9	10
N.	Making your family proud of your accomplishments	1	2	3	4	5	6	7	8	9	10
O.	Feeling financially successful	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 13b. Now I am going to hand you a list that may describe the long-term benefits of **serving in the military**. Again, using a 10-point scale where 1 means DOES NOT DESCRIBE SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, indicate how well each of these long-term benefits describes serving in the military in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH OF THESE DESCRIBE SERVING IN THE MILITARY IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY				
		1	2	3	4	5	6	7	8	9	10
A.	Making a difference with your life	1	2	3	4	5	6	7	8	9	10
B.	Having a good quality of life	1	2	3	4	5	6	7	8	9	10
C.	Feeling good about your decisions	1	2	3	4	5	6	7	8	9	10
D.	Feeling respected for who you are and what you do	1	2	3	4	5	6	7	8	9	10
E.	Having others care about you	1	2	3	4	5	6	7	8	9	10
F.	Feeling like you are assisting and contributing to others	1	2	3	4	5	6	7	8	9	10
G.	Being in control of your life	1	2	3	4	5	6	7	8	9	10
H.	Being motivated to do your best	1	2	3	4	5	6	7	8	9	10
I.	Feeling like you are making smart choices	1	2	3	4	5	6	7	8	9	10
J.	Feeling like a successful person	1	2	3	4	5	6	7	8	9	10
K.	Feeling confident	1	2	3	4	5	6	7	8	9	10
L.	Feeling self-reliant	1	2	3	4	5	6	7	8	9	10
M.	Feeling very little stress or worry	1	2	3	4	5	6	7	8	9	10
N.	Making your family proud of your accomplishments	1	2	3	4	5	6	7	8	9	10
O.	Feeling financially successful	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 13c. Next, I am going to give you a list that may describe the long-term benefits of having a **full-time job**. Again, using a 10-point scale where 1 means DOES NOT DESCRIBE HAVING A FULL- TIME JOB IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES HAVING A FULL-TIME IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, indicate how well each of these long-term benefits describes having a **full-time job** in the years following high school.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH DESCRIBE HAVING A FULL-TIME JOB IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY				
		1	2	3	4	5	6	7	8	9	10
A.	Making a difference with your life	1	2	3	4	5	6	7	8	9	10
B.	Having a good quality of life	1	2	3	4	5	6	7	8	9	10
C.	Feeling good about your decisions	1	2	3	4	5	6	7	8	9	10
D.	Feeling respected for who you are and what you do	1	2	3	4	5	6	7	8	9	10
E.	Having others care about you	1	2	3	4	5	6	7	8	9	10
F.	Feeling like you are assisting and contributing to others	1	2	3	4	5	6	7	8	9	10
G.	Being in control of your life	1	2	3	4	5	6	7	8	9	10
H.	Being motivated to do your best	1	2	3	4	5	6	7	8	9	10
I.	Feeling like you are making smart choices	1	2	3	4	5	6	7	8	9	10
J.	Feeling like a successful person	1	2	3	4	5	6	7	8	9	10
K.	Feeling confident	1	2	3	4	5	6	7	8	9	10
L.	Feeling self-reliant	1	2	3	4	5	6	7	8	9	10
M.	Feeling very little stress or worry	1	2	3	4	5	6	7	8	9	10
N.	Making your family proud of your accomplishments	1	2	3	4	5	6	7	8	9	10
O.	Feeling financially successful	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 13d. Finally, I am going to hand you a list that may describe the long-term benefits of serving in the [INSERT BRANCH _____].

Again, using a 10-point scale where 1 means DOES NOT DESCRIBE SERVING IN THE [INSERT BRANCH _____] IN THE YEARS FOLLOWING HIGH SCHOOL AT ALL and 10 means DESCRIBES SERVING IN [INSERT BRANCH _____] IN THE YEARS FOLLOWING HIGH SCHOOL PERFECTLY, indicate how well each of these long-term benefits describes serving in the [INSERT BRANCH _____] in the years following high school.

[INTERVIEWER HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW WELL DOES EACH DESCRIBE SERVING IN THE [INSERT BRANCH _____] / IN THE YEARS FOLLOWING HIGH SCHOOL?

		DOES NOT DESCRIBE AT ALL					DESCRIBES PERFECTLY				
		1	2	3	4	5	6	7	8	9	10
A.	Making a difference with your life	1	2	3	4	5	6	7	8	9	10
B.	Having a good quality of life	1	2	3	4	5	6	7	8	9	10
C.	Feeling good about your decisions	1	2	3	4	5	6	7	8	9	10
D.	Feeling respected for who you are and what you do	1	2	3	4	5	6	7	8	9	10
E.	Having others care about you	1	2	3	4	5	6	7	8	9	10
F.	Feeling like you are assisting and contributing to others	1	2	3	4	5	6	7	8	9	10
G.	Being in control of your life	1	2	3	4	5	6	7	8	9	10
H.	Being motivated to do your best	1	2	3	4	5	6	7	8	9	10
I.	Feeling like you are making smart choices	1	2	3	4	5	6	7	8	9	10
J.	Feeling like a successful person	1	2	3	4	5	6	7	8	9	10
K.	Feeling confident	1	2	3	4	5	6	7	8	9	10
L.	Feeling self-reliant	1	2	3	4	5	6	7	8	9	10
M.	Feeling very little stress or worry	1	2	3	4	5	6	7	8	9	10
N.	Making your family proud of your accomplishments	1	2	3	4	5	6	7	8	9	10
O.	Feeling financially successful	1	2	3	4	5	6	7	8	9	10

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- 14a. Next we are going to take another look at some traits and I want you to rate them according to how well you believe each trait is developed or fostered by going to a four-year college, having a full-time job, serving in the military and serving in the [INSERT BRANCH _____]. I am going to hand you the list of traits and for each one please indicate how well you believe each trait is developed or fostered by going to a **four-year college** in the years following high school.. Use a 10-point scale where 1 means IS NOT DEVELOPED AT ALL and 10 means DEVELOPED PERFECTLY.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		NOT DEVELOPED AT ALL								DEVELOPED PERFECTLY	
A.	Trustworthy - honest in dealings, can rely on them	1	2	3	4	5	6	7	8	9	10
B.	Caring - demonstrates care and concern about people	1	2	3	4	5	6	7	8	9	10
C.	Innovative - creative, new ways of doing things	1	2	3	4	5	6	7	8	9	10
D.	Effective - able to get things done, can deliver on promises	1	2	3	4	5	6	7	8	9	10
E.	Heritage - has strong heritage and traditions	1	2	3	4	5	6	7	8	9	10
F.	Popular - number one, lots of people like them, a favorite among people	1	2	3	4	5	6	7	8	9	10
G.	Visionary - has a clear vision for the future, forward looking	1	2	3	4	5	6	7	8	9	10
H.	Disciplined - having self-discipline	1	2	3	4	5	6	7	8	9	10
I.	Team-oriented - able to work effectively as part of a team	1	2	3	4	5	6	7	8	9	10
J.	Self-Reliant – independent, determined, able, confident	1	2	3	4	5	6	7	8	9	10

- 14b. Now I am going to hand you the same list of traits. This time, please indicate how well you believe each trait is developed or fostered by **serving in the military** in the years following high school.. Again, use a 10-point scale where 1 means IS NOT DEVELOPED AT ALL and 10 means DEVELOPED PERFECTLY. **[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]**

		NOT DEVELOPED AT ALL								DEVELOPED PERFECTLY	
A.	Trustworthy - honest in dealings, can rely on them	1	2	3	4	5	6	7	8	9	10
B.	Caring - demonstrates care and concern about people	1	2	3	4	5	6	7	8	9	10
C.	Innovative - creative, new ways of doing things	1	2	3	4	5	6	7	8	9	10
D.	Effective - able to get things done, can deliver on promises	1	2	3	4	5	6	7	8	9	10
E.	Heritage - has strong heritage and traditions	1	2	3	4	5	6	7	8	9	10
F.	Popular - number one, lots of people like them, a favorite among people	1	2	3	4	5	6	7	8	9	10
G.	Visionary - has a clear vision for the future, forward looking	1	2	3	4	5	6	7	8	9	10
H.	Disciplined - having self-discipline	1	2	3	4	5	6	7	8	9	10
I.	Team-oriented - able to work effectively as part of a team	1	2	3	4	5	6	7	8	9	10
J.	Self-Reliant – independent, determined, able, confident	1	2	3	4	5	6	7	8	9	10

APPENDIX D

- 14c. Now I am going to hand you another list of traits. Please indicate how well you believe each trait is developed or fostered by having a **full-time job** in the years following high school. Again, use a 10-point scale where 1 means IS NOT DEVELOPED AT ALL and 10 means DEVELOPED PERFECTLY.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		NOT DEVELOPED AT ALL					DEVELOPED PERFECTLY				
A.	Trustworthy - honest in dealings, can rely on them	1	2	3	4	5	6	7	8	9	10
B.	Caring - demonstrates care and concern about people	1	2	3	4	5	6	7	8	9	10
C.	Innovative - creative, new ways of doing things	1	2	3	4	5	6	7	8	9	10
D.	Effective - able to get things done, can deliver on promises	1	2	3	4	5	6	7	8	9	10
E.	Heritage - has strong heritage and traditions	1	2	3	4	5	6	7	8	9	10
F.	Popular - number one, lots of people like them, a favorite among people	1	2	3	4	5	6	7	8	9	10
G.	Visionary - has a clear vision for the future, forward looking	1	2	3	4	5	6	7	8	9	10
H.	Disciplined - having self-discipline	1	2	3	4	5	6	7	8	9	10
I.	Team-oriented - able to work effectively as part of a team	1	2	3	4	5	6	7	8	9	10
J.	Self-Reliant – independent, determined, able, confident	1	2	3	4	5	6	7	8	9	10

- 14d. I am going to hand you the same list of traits. This time, please indicate how you believe each trait is developed or fostered by serving in **[INSERT BRANCH _____]** in the years following high school. Again, use a 10-point scale where 1 means IS NOT DEVELOPED AT ALL and 10 means DEVELOPED PERFECTLY.

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		NOT DEVELOPED AT ALL					DEVELOPED PERFECTLY				
A.	Trustworthy - honest in dealings, can rely on them	1	2	3	4	5	6	7	8	9	10
B.	Caring - demonstrates care and concern about people	1	2	3	4	5	6	7	8	9	10
C.	Innovative - creative, new ways of doing things	1	2	3	4	5	6	7	8	9	10
D.	Effective - able to get things done, can deliver on promises	1	2	3	4	5	6	7	8	9	10
E.	Heritage - has strong heritage and traditions	1	2	3	4	5	6	7	8	9	10
F.	Popular - number one, lots of people like them, a favorite among people	1	2	3	4	5	6	7	8	9	10
G.	Visionary - has a clear vision for the future, forward looking	1	2	3	4	5	6	7	8	9	10
H.	Disciplined - having self-discipline	1	2	3	4	5	6	7	8	9	10
I.	Team-oriented - able to work effectively as part of a team	1	2	3	4	5	6	7	8	9	10
J.	Self-Reliant – independent, determined, able, confident	1	2	3	4	5	6	7	8	9	10

APPENDIX D

BRAND PERSONALITY & IMAGERY

15. For the next couple of questions, I want you to only focus on the [INSERT BRANCH _____]. I want you to imagine the [INSERT BRANCH _____] as if it were a person. We're interested in finding out which personality traits or human characteristics come to mind when you think of the [INSERT BRANCH _____]. Using a 10 point scale where '1' is not at all descriptive and '10' is extremely descriptive, please tell me how well the following traits and characteristics describe the [INSERT BRANCH _____].*

[INTERVIEWER: ROTATE STARTING POINT BY PLACING AN "X" IN THE FIRST COLUMN. READ EACH ACTIVITY TO THE RESPONDENT AND HAVE THEM GIVE RESPONSE. CIRCLE THE APPROPRIATE RESPONSE CATEGORY.]

		NOT AT ALL DESCRIPTIVE										EXTREMELY DESCRIPTIVE	
		1	2	3	4	5	6	7	8	9	10		
	A. Down-to-earth	1	2	3	4	5	6	7	8	9	10		
	B. Family-oriented	1	2	3	4	5	6	7	8	9	10		
	C. Small-town	1	2	3	4	5	6	7	8	9	10		
	D. Honest	1	2	3	4	5	6	7	8	9	10		
	E. Sincere	1	2	3	4	5	6	7	8	9	10		
	F. Real	1	2	3	4	5	6	7	8	9	10		
	G. Wholesome	1	2	3	4	5	6	7	8	9	10		
	H. Original	1	2	3	4	5	6	7	8	9	10		
	I. Cheerful	1	2	3	4	5	6	7	8	9	10		
	J. Sentimental	1	2	3	4	5	6	7	8	9	10		
	K. Friendly	1	2	3	4	5	6	7	8	9	10		
	L. Daring	1	2	3	4	5	6	7	8	9	10		
	M. Trendy	1	2	3	4	5	6	7	8	9	10		
	N. Exciting	1	2	3	4	5	6	7	8	9	10		
	O. Spirited	1	2	3	4	5	6	7	8	9	10		
	P. Cool	1	2	3	4	5	6	7	8	9	10		
	Q. Young	1	2	3	4	5	6	7	8	9	10		
	R. Imaginative	1	2	3	4	5	6	7	8	9	10		
	S. Unique	1	2	3	4	5	6	7	8	9	10		
	T. Up-to-date	1	2	3	4	5	6	7	8	9	10		
	U. Independent	1	2	3	4	5	6	7	8	9	10		
	V. Contemporary	1	2	3	4	5	6	7	8	9	10		
	W. Reliable	1	2	3	4	5	6	7	8	9	10		
	X. Hard Working	1	2	3	4	5	6	7	8	9	10		
	Y. Secure	1	2	3	4	5	6	7	8	9	10		
	Z. Intelligent	1	2	3	4	5	6	7	8	9	10		
	AA. Technical	1	2	3	4	5	6	7	8	9	10		
	BB. Corporate	1	2	3	4	5	6	7	8	9	10		
	CC. Successful	1	2	3	4	5	6	7	8	9	10		
	DD. Leader	1	2	3	4	5	6	7	8	9	10		
	EE. Confident	1	2	3	4	5	6	7	8	9	10		
	FF. Upper Class	1	2	3	4	5	6	7	8	9	10		
	GG. Glamorous	1	2	3	4	5	6	7	8	9	10		
	HH. Good Looking	1	2	3	4	5	6	7	8	9	10		
	II. Charming	1	2	3	4	5	6	7	8	9	10		
	JJ. Feminine	1	2	3	4	5	6	7	8	9	10		
	KK. Smooth	1	2	3	4	5	6	7	8	9	10		

* Aaker, J. L. (1997). Dimensions of brand personality. *Journal of Marketing Research*, (August), 347-355.

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	LL.	Outdoorsy	1	2	3	4	5	6	7	8	9	10
	MM.	Masculine	1	2	3	4	5	6	7	8	9	10
	NN.	Western	1	2	3	4	5	6	7	8	9	10
	OO.	Tough	1	2	3	4	5	6	7	8	9	10
	PP.	Rugged	1	2	3	4	5	6	7	8	9	10

16. Now I would like you to imagine that you have just decided to join the **[INSERT BRANCH _____]** – you just signed on the dotted line. I am going to read you a list of different emotions. Based on how you feel now about the **[INSERT BRANCH _____]**, when I read the emotions to you, please tell me which ones you would feel if you just decided to join the **[INSERT BRANCH _____]**.*

[INTERVIEWER: ROTATE STARTING POINT BY PLACING AN “X” IN THE FIRST COLUMN. READ EACH ACTIVITY TO THE RESPONDENT AND HAVE THEM GIVE RESPONSE. CIRCLE THE APPROPRIATE RESPONSE CATEGORY.]

			YES	NO
	A.	Accepting	1	2
	B.	Receptive	1	2
	C.	Boastful	1	2
	D.	Possessive	1	2
	E.	Embarrassed	1	2
	F.	Curious	1	2
	G.	Apprehensive	1	2
	H.	Hopeful	1	2
	I.	Angry	1	2
	J.	Enthusiastic	1	2
	K.	Proud	1	2
	L.	Annoyed	1	2
	M.	Elated	1	2
	N.	Trusting	1	2
	O.	Apathetic	1	2
	P.	Disappointed	1	2
	Q.	Afraid	1	2
	R.	Uncertain	1	2
	S.	Confused	1	2
	T.	Surprised	1	2
	U.	Hesitant	1	2
	V.	Pleased	1	2
	W.	Resentful	1	2
	X.	Distrustful	1	2
	Y.	Content	1	2
	Z.	Ashamed	1	2
	AA.	Disgusted	1	2
	BB.	Worried	1	2

* Plutchik, R. & Conte, H. R., Eds. (1997). *Circumplex Models of the Structure of Personality and Emotions*. Washington, DC: American Psychological Association.

APPENDIX D

ATTITUDES & LIFESTYLE

17. Now we'd like to know a little more about you. I am going to give you a list of statements describing certain beliefs and behaviors. I want you to read each statement and indicate whether the statement is extremely characteristic of you, somewhat characteristic of you, neither characteristic nor uncharacteristic of you, somewhat uncharacteristic of you or extremely uncharacteristic of you. Please take your time and only circle one answer per statement. Please be as honest as you can. Again I remind you that the results of this survey are completely confidential and your responses will not be shared with anyone.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW CHARACTERISTIC OF YOU IS...
--

		Extremely Characteristic Of Me	Somewhat Characteristic Of Me	Neither Characteristic Nor Uncharacteristic Of Me	Somewhat Uncharacteristic Of Me	Extremely Uncharacteristic Of Me
A.	I use profanity in my conversations with friends.	1	2	3	4	5
B.	There are people in this world I would kill if I thought I could get away with it.	1	2	3	4	5
C.	Some people get offended at the kind of language I use.	1	2	3	4	5
D.	I like a good "dirty joke" now and then.	1	2	3	4	5
E.	If I want to have sex with someone, I don't worry about the complications it might cause	1	2	3	4	5
F.	No matter how much I get in life, I won't be satisfied.	1	2	3	4	5
G.	I enjoy hearing about it when people I don't like get themselves into trouble.	1	2	3	4	5
H.	At parties, I drink more than most of my friends	1	2	3	4	5
I.	I believe that if something feels good and is pleasurable, you should do it as much as possible.	1	2	3	4	5
J.	I am not willing to shift blame to others, even if it will keep me out of trouble	1	2	3	4	5
K.	It would bother me if I were required to kill someone in self defense	1	2	3	4	5
L.	I would not steal something I needed, even if I were sure I could get away with it	1	2	3	4	5
M.	I am honest in the way I deal with people	1	2	3	4	5
N.	I am careful not to dress in a sexually provocative way	1	2	3	4	5
O.	I make sure that I get my share of whatever rewards are available.	1	2	3	4	5

* Tooke, W. S. & Ickes, W. (1988). Conventional morality scale. *Journal of Social and Clinical Psychology*, 7, 310-334. The items for this measure are based on the traditional codes of Western ethical conduct. This battery has been proven to be a predictor of morally relevant behavior. This battery may serve to prove the hypothesis that Millennials are more conventional, conservative and values oriented than other generations.

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18. Now I am going to give you a list of statements that describe the way some people feel about themselves and their lives. I want you to indicate how much you agree or disagree with each one. Using a 1 to 5 scale where 1 equals STRONGLY DISAGREE and 5 equals STRONGLY AGREE, please indicate the degree to which you agree or disagree with each statement.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		STRONGLY DISAGREE			STRONGLY AGREE	
A.	I often get in a jam because I do things without thinking.	1	2	3	4	5
B.	I think that planning takes the fun out of things.	1	2	3	4	5
C.	I have to use a lot of self-control to keep out of trouble.	1	2	3	4	5
D.	I enjoy taking risks.	1	2	3	4	5
E.	I enjoy new and exciting experiences, even if they are a little frightening or unusual.	1	2	3	4	5
F.	Life with no danger in it would be too dull for me.	1	2	3	4	5

* The 1998 NLSY79 Young Adult Questionnaire, *National Longitudinal Survey of Youth*.

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19. Now I am going to hand you another list of statements and this time they focus on your perceptions and personality. Again, I want you to read each statement and indicate how much you agree or disagree with each one. Using a 1 to 5 scale where 1 equals STRONGLY DISAGREE and 5 equals STRONGLY AGREE, please indicate the degree to which you agree or disagree with each statement.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW MUCH DO YOU AGREE OR DISAGREE WITH...
--

		STRONGLY DISAGREE			STRONGLY AGREE	
		1	2	3	4	5
A.	Novelty has a great appeal to me.	1	2	3	4	5
B.	I crave excitement.	1	2	3	4	5
C.	It is a wonderful feeling to be surrounded by your possessions.	1	2	3	4	5
D.	There are few things more satisfying than to really splurge on something—books, clothes, furniture, etc.	1	2	3	4	5
E.	Only the desire to achieve great things will bring a person's mind into full activity.	1	2	3	4	5
F.	Nothing is worse than an offensive odor.	1	2	3	4	5
G.	In most conversations, I tend to bounce from topic to topic.	1	2	3	4	5
H.	I really envy the person who can walk up to anybody and tell them off to their face.	1	2	3	4	5
I.	I could really shock people if I said all of the dirty things I think.	1	2	3	4	5
J.	There are few more miserable experiences than going to bed night after night knowing you are so upset that worry will not let you sleep.	1	2	3	4	5
K.	I tend to make decisions on the spur of the moment.	1	2	3	4	5
L.	Little things upset me.	1	2	3	4	5
M.	Drop reminders of yourself wherever you go and your life's trail will be well remembered.	1	2	3	4	5
N.	I like nothing better than having breakfast in bed.	1	2	3	4	5
O.	My mood is easily influenced by the people around me.	1	2	3	4	5

* Couch, A. & Keniston, K. (1960). Yeasayers and naysayers: Agreeing response set as a personality variable. *Journal of Abnormal and Social Psychology*, 60, 151-174. Modified to reflect gender neutrality.

APPENDIX D

20. Now we are going to go through the same exercise again only with a different series of statements – this series focuses on your beliefs. I want you to read each statement and indicate your level of agreement with each one. Using a 1 to 5 scale where 1 equals STRONGLY DISAGREE and 5 equals STRONGLY AGREE, please indicate the degree to which you agree or disagree with each statement.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW MUCH DO YOU AGREE OR DISAGREE WITH...

		STRONGLY DISAGREE			STRONGLY AGREE		
		1	2	3	4	5	
A.	Most people can be trusted.	1	2	3	4	5	
B.	Staying with one employer for a long time is usually the best way to get ahead.	1	2	3	4	5	
C.	Most organizations would be better off if conflict could be eliminated forever.	1	2	3	4	5	
D.	Those who have been successful in life should help those who have been less successful.	1	2	3	4	5	
E.	The main reason for having a hierarchical structure is so that everyone knows who has authority over whom.	1	2	3	4	5	
F.	Decisions made by individuals are usually of higher quality than decisions made by groups.	1	2	3	4	5	
G.	One can be a good manager without having precise answers to most of the questions that subordinates may raise about their work.	1	2	3	4	5	
H.	Parents should stimulate their children to try to be the best in class.	1	2	3	4	5	
I.	It is desirable that management authority can be questioned.	1	2	3	4	5	
J.	The employee who quietly does his or her duty is one of the greatest assets of an organization.	1	2	3	4	5	
K.	An organization structure in which certain subordinates have two bosses should be avoided at all costs.	1	2	3	4	5	
L.	Competition between employees usually does more harm than good.	1	2	3	4	5	
M.	Today there seems to be an authority crises in organizations.	1	2	3	4	5	
N.	A husband and wife should have the same opinion on major political and religious issues.	1	2	3	4	5	
O.	In order to have efficient work relationships, it is often necessary to bypass the hierarchical lines.	1	2	3	4	5	
P.	Good personal relationships at work are more important than a high income.	1	2	3	4	5	
Q.	It is all right for young people to be critical of their teachers.	1	2	3	4	5	
R.	The individual who pursues his or her own interest makes the best possible contribution to society as a whole.	1	2	3	4	5	
S.	A company's or organization's rules should not be broken—not even when the employee thinks it is in the company's best interests.	1	2	3	4	5	
T.	When people have failed in life, it is often their own fault.	1	2	3	4	5	
U.	Quite a few people have an inherent dislike of work and will avoid it if they can.	1	2	3	4	5	
V.	Parents should be satisfied when their children grow up towards independence from them.	1	2	3	4	5	
W.	Conflicts with our opponents are best resolved by both parties compromising a bit.	1	2	3	4	5	
X.	When a man's career demands it, the family should make sacrifices.	1	2	3	4	5	

* Hofstede, Geert, *Cultures consequences*, Beverly Hills: Sage, 1980.

APPENDIX D

21. Now I am going to hand you a list of statements dealing with your relationship with your parents or guardians. Again I would like for you to indicate your level of agreement with each one. Using a 1 to 5 scale where 1 equals STRONGLY DISAGREE and 5 equals STRONGLY AGREE, please indicate the degree to which you agree or disagree with each statement.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

HOW MUCH DO YOU AGREE OR DISAGREE WITH...
--

		STRONGLY DISAGREE			STRONGLY AGREE	
		1	2	3	4	5
A.	My parents and I agree on everything.	1	2	3	4	5
B.	I go to my parents for help before trying to solve a problem myself.	1	2	3	4	5
C.	I have often wondered how my parents act when I'm not around.	1	2	3	4	5
D.	Even when my parents and I disagree, my parents are always right.	1	2	3	4	5
E.	It's better for kids to go to their best friend than to their parents for advice on some things.	1	2	3	4	5
F.	When I've done something wrong, I depend on my parents to straighten things out for me.	1	2	3	4	5
G.	There are some things about me that my parents don't know.	1	2	3	4	5
H.	My parents act differently when they are with their own parents from the way they do at home.	1	2	3	4	5
I.	My parents know everything there is to know about me.	1	2	3	4	5
J.	I might be surprised to see how my parents act at a party.	1	2	3	4	5
K.	I try to have the same opinions as my parents.	1	2	3	4	5
L.	When they are at work, my parents act pretty much the same way they do when they are at home.	1	2	3	4	5
M.	If I was having a problem with one of my friends, I would discuss it with my mother or father before deciding what to do.	1	2	3	4	5
N.	My parents would be surprised to know what I'm like when I'm not with them.	1	2	3	4	5
O.	When I become a parent, I'm going to treat my children in exactly the same way that my parents have treated me.	1	2	3	4	5
P.	My parents probably talk about different things when I am around from what they talk about when I'm not.	1	2	3	4	5
Q.	There are things that I will do differently from my mother and father when I become a parent.	1	2	3	4	5
R.	My parents hardly ever make mistakes.	1	2	3	4	5
S.	I wish my parents would understand who I really am.	1	2	3	4	5
T.	My parents act pretty much the same way when they are with their friends as they do when they are at home with me.	1	2	3	4	5

* Odum, Angela (1989), *Institute for Research in Social Science*, The University of North Carolina at Chapel Hill.

APPENDIX D

22. Now I want to talk about our country. I am going to read you some statements and I would like for you to indicate your level of agreement with each one. Using a 1 to 5 scale where 1 equals STRONGLY DISAGREE and 5 equals STRONGLY AGREE, please indicate the degree to which you agree or disagree with each statement.*

[INTERVIEWER: HAND RESPONDENT THE QUESTIONNAIRE AND HAVE THEM COMPLETE THIS SECTION AND GIVE IT BACK TO YOU. MAKE SURE RESPONDENT COMPLETES ALL QUESTIONS.]

		STRONGLY DISAGREE			STRONGLY AGREE	
		1	2	3	4	5
A.	I am very proud to be an American.	1	2	3	4	5
B.	I could be happy living in some other country than the United States.	1	2	3	4	5
C.	I feel very angry when I hear someone criticizing the United States.	1	2	3	4	5
D.	I have a very strong respect for the United States these days.	1	2	3	4	5
E.	I feel very angry when people burn the American flag in protest.	1	2	3	4	5
F.	I feel very good when I see the American flag flying.	1	2	3	4	5
G.	I have an extremely strong love for my country.	1	2	3	4	5
H.	Knowing that people steal government secrets makes me extremely mad.	1	2	3	4	5
I.	There are times when I feel ashamed to admit that I am an American.	1	2	3	4	5
J.	I feel very emotional when I hear the national anthem.	1	2	3	4	5
K.	Patriotism is old-fashioned.	1	2	3	4	5

* Johnston, P. & Feldman, S., "Studying Patriotism—Prepilot Results", A report submitted to the Board of Overseers, National Election Study. Modified for clarity.

APPENDIX D

Finally, just a few questions about religion and we are finished.

[INTERVIEWER: ASK EACH QUESTION AND CIRCLE ONE RESPONSE]

23. In general, how religious would you say you are? **[ROTATE TOP TO BOTTOM AND BOTTOM TO TOP AND READ 1-5]**

- 1 Extremely religious
- 2 Very religious
- 3 Moderately religious
- 4 Not very religious
- 5 Not at all religious

24. How important is religion in your life? **[ROTATE TOP TO BOTTOM AND BOTTOM TO TOP AND READ 1-5]**

- 1 Extremely important
- 2 Very important
- 3 Moderately important
- 4 Not very important
- 5 Not at all important

25. How often do you attend religious services? **[ROTATE TOP TO BOTTOM AND BOTTOM TO TOP AND READ 1-5]**

- 1 Very often
- 2 Somewhat often
- 3 Occasionally
- 4 Not very often
- 5 Never

26. What kind of religious upbringing did you have? **[ROTATE TOP TO BOTTOM AND BOTTOM TO TOP AND READ 1-5]**

- 1 Extremely religious
- 2 Very religious
- 3 Moderately religious
- 4 Not very religious
- 5 Not at all religious

Thank you very much for your time.

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